

## American International School of Brazzaville - Programme of Inquiry 2024-2025

Grade Level	Dates: Aug - Oct	Dates: Oct - Nov	Dates: Nov - Jan	Dates: Feb - March	Dates: March - April	Dates: May - June
	<p><b><i>Inquiry into;</i></b> <b>Being Me</b> <b>Who we are</b></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><b><i>Inquiry into;</i></b> <b>Where We Are In Place And Time</b></p> <p><u>An inquiry into orientation in place and time</u>; personal histories; homes and journeys; <u>the discoveries, explorations</u> and migrations <u>of humankind</u>; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b><i>Inquiry into;</i></b> <b>How We Express Ourselves</b></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><b><i>Inquiry into;</i></b> <b>How The World Works</b></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><b><i>Inquiry into;</i></b> <b>How We Organise Ourselves</b></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><b><i>Inquiry into;</i></b> <b>Sharing The Planet</b></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>
<p>Early Years (Pre-K 3 &amp; 4 and Kindergarten) Phase A</p>	<p><b>Unit Title:</b> All About Me <b>Central idea:</b> Increasing awareness of our personal characteristics and abilities, and those of others, allows our self-identity to develop. <b>Key concepts:</b> form, perspective <b>Related concepts:</b> identity, relationships <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Physical, social and emotional characteristics</li> <li>• My role within my family</li> <li>• Recognizing similarities and differences between myself and others</li> </ul>		<p><b>Unit title:</b> “Let’s be creative” <b>Central Idea:</b> Creativity is expressed in many ways. <b>Key concept:</b> Connection, Perspective <b>Related concept:</b> illustration, creativity <b>lines of inquiry</b> Creativity expressed through</p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Songs and dance.</li> <li>• Art</li> </ul>	<p><b>Unit title:</b> No Place like Space <b>Central Idea:</b> Systems consist of Patterns and cycles <b>Key concept:</b> form function <b>Related concept:</b></p> <ul style="list-style-type: none"> <li>• Solar system</li> <li>• Revolution</li> <li>• Rotation</li> <li>• Day and night</li> <li>• Sphere</li> </ul> <p><b>lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Cycles and position of our earth , moon and sun</li> <li>• Components of our solar system</li> <li>• Patterns and cycles in our solar system</li> </ul>	<p><b>Unit title:</b> Where did that come from? <b>Central Idea:</b> Products come from sources <b>Key concept:</b> Form connection <b>related concept:</b> product sources <b>lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Sources of products</li> <li>• How products are produced</li> <li>• Types of products</li> </ul>	<p><b>Unit title:</b> Living things have class <b>Central Idea:</b>Characteristics determine animal and plant classification. <b>Key concept:</b> form, function <b>related concept:</b> characteristics. <b>lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Animal and plant characteristics</li> <li>• Animal and plant classification</li> <li>• Animal and plant life cycles</li> </ul>

<p>Early Years (Pre-K 3 &amp; 4 and Kindergarten) Phase B</p>	<p><b>Unit Title:</b> Healthy Me <b>Central idea:</b> The choices we make affect our physical, mental and emotional health. <b>Key concepts:</b> causation, connection, responsibility <b>Related concepts:</b> body parts, healthy foods <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• what it means to have a healthy life (physical, mental and emotional)</li> <li>• how the choices we make affect our health (food, physical exercise and rest)</li> <li>• different sources of information that help us make choices.</li> </ul>		<p><b>Unit Title:</b> Every Picture Tells a Story <b>Central idea:</b> A variety of signs and symbols facilitate local and global communication. <b>Key concepts:</b> Change, form, connection <b>Related concepts:</b> emotions, pattern, visual media <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Signs and symbols</li> <li>• Reasons for the development of communication systems</li> <li>• Specialised systems of communication</li> </ul>	<p><b>Unit title:</b> Materials <b>Central Idea:</b> Understanding the way materials behave and interact determines how people use them <b>Key concept</b> Change, function <b>Related concept:</b> behaviour, prediction <b>lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Behaviour and uses of materials</li> <li>• Changing properties of materials</li> <li>• Manipulation of materials for specific purposes</li> </ul>	<p><b>Unit title:</b> My Community <b>Central Idea:</b> People use a variety of skills and talents that contribute to their role in a community. <b>Key concept:</b> function, responsibility  <b>related concept:</b> professions, service <b>lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• What a community is</li> <li>• Services in the community.</li> <li>• Different people and the service they provide</li> <li>• Our contributions to the community</li> </ul>	<p><b>Unit title:</b> Plants, a sustainable resource <b>Central Idea:</b> Humans and plants depend on each other for their needs. <b>Key concept:</b> Form, Change Connection <b>related concept:</b> interdependence, systems <b>lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• What plants provide for us and for other living things</li> <li>• The structure of a plant</li> <li>• Caring for plant life</li> </ul>
<p>PYP 1</p>	<p><b>Unit Title: Families</b> <b>Central idea: Family uniqueness contributes to diversity</b>  <b>Key concepts:</b> Form, responsibility, connection <b>Related concepts:</b> relationships, cycles, similarities and differences <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Family membership.</li> <li>• Diversity of families.</li> <li>• Roles of different members in a family.</li> <li>• How families influence who we become</li> </ul>	<p><b>Unit title:</b> Let's Play <b>Central Idea:</b> Toys are a source of entertainment that have changed over time. <b>Key concepts:</b> form, function <b>Related concepts:</b> forms of energy, traditions <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Entertainment value of toys.</li> <li>• Toys then and now</li> <li>• Mechanical elements that make toys work</li> </ul>	<p><b>Unit title:</b> Every sound has a meaning <b>Central Idea:</b> The sounds created or produced by people, represent their creativity and feelings. <b>Key concepts:</b> function, form perspective <b>Related concepts:</b> perception, self-expression <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The ways people express their feelings and creativity through sounds</li> <li>• How sound is produced and travels.</li> <li>• Musical instruments overtime</li> </ul>	<p><b>Unit title:</b> Matter <b>Central idea:</b> Understanding the different forms and properties of matter allows people to make practical applications. <b>Key concepts:</b> function, causation <b>Related concepts:</b> force, energy <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Characteristics and properties of matter.</li> <li>• The physical and human processes that work together to shape places and regions</li> <li>• Properties of the earth and how they influence human activities.</li> </ul>	<p><b>Unit title:</b> Needs and wants <b>Central Idea:</b> Communities provide interconnected services designed to meet people's needs. <b>Key concepts:</b> function, causation, connection <b>Related concept:</b> networks, need, want  <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• What needs and wants are</li> <li>• Reasons people live in the local community</li> <li>• Services needed to support a community</li> <li>• Planning services for a community</li> </ul>	<p><b>Unit title:</b> Conservation <b>Central Idea:</b> Natural and man made changes affect the environment. <b>Key concept:</b> Responsibility, Change <b>related concept:</b> lifestyle, resources <b>lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Types of habitats</li> <li>• Human and natural changes that affect the environment</li> <li>• Personal choices that can help sustain the environment</li> <li>• Reducing, Reusing and recycling different materials</li> </ul>

<p>PYP 2 &amp; 3 (Phase A)</p>	<p><b>Unit Title:</b> Discovering Earth's Places  <b>Central idea:</b>  Earth's interconnected ecosystems can empower us to recognize social responsibility in sustaining these complex systems.  <b>Key concepts:</b> Responsibility, connection, Change, form.  <b>Related concepts:</b> Systems, purpose, choices  <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How different ecosystems depend on each other.</li> <li>• Culture's effect on the environment</li> <li>• Raising awareness on the importance of sustainable practices.</li> </ul>	<p><b>Unit title:</b> Exploring Ecosystems  <b>Central Idea:</b> Exploring the interconnectedness between living things and their physical environment, and how human societies depend on the natural world.  <b>Key concept:</b> Function, connection, perspective  <b>related concept:</b> Communities, Culture, Belonging, Identity  <b>lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How changes in the environment affect adaptability.</li> <li>• The interconnected-ness of species</li> <li>• Climate change and global warming impact on living things.</li> <li>• Education's role in building public awareness.</li> </ul>	<p><b>Unit title:</b> Amazing Movements  <b>Central Idea:</b>Understanding the interplay between physical laws and political systems is essential to comprehending the impact of human actions.  <b>Key concept:</b> Connection, Perspective, change  <b>Related concept:</b> Identity, Values, Opinions  <b>lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The Impact of political institutions on Energy Policies and sustainability Measures in society</li> <li>• How different types of energy and their impact on individuals and society</li> <li>• Roles and responsibilities individuals have in relation to energy usage and conservation</li> </ul>	<p><b>Unit Title:</b> The World Around us  <b>Central Idea:</b>Scientific and technological advancements have transformed societies and shaped human behaviour and lifestyle.  <b>Key Concepts:</b> Function, Connection, Causation, perspective  <b>Related Concepts:</b> Innovation, impact  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How recent advancements have changed the way people travel.</li> <li>• Some social implications of emerging scientific advances</li> </ul>	<p><b>4. Unit Title:</b> Inevitable Change  <b>Central Idea:</b>Communities rely on the environment and must balance economic interests with sustainable environmental practices for survival.  <b>Key Concepts:</b>Function Causation Responsibility  <b>Related Concepts:</b> Peace/Conflict Volunteer Choice Consequences Interdependence Systems Resources  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How communities depend on their environment.</li> <li>• The impact of climate change on communities</li> <li>• Natural Resources</li> </ul>	<p><b>Unit title:</b> Exploring the environment  <b>Central Idea:</b>Understanding the connections and conflicts between societies, environmental sustainability and global issues enables us to live in harmony with the shared resources.  <b>Key concept:</b> perspective, responsibility, change  <b>Related concept:</b> Conservation, Interdependence, Sustainability, Systems  <b>lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Things that affect environmental sustainability</li> <li>• Consequences of failed economic responsibility</li> <li>• technological advancements that affect environmental issues.</li> </ul>
<p>PYP 2 &amp; 3 (Phase B)</p>	<p><b>Unit Title:</b> Self Identity  <b>Central idea:</b>  Self Identity develops over time due to internal and external factors.  <b>Key concepts:</b> Causation, Change, Perspective.  <b>Related concepts:</b> Systems, purpose, choices  <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Internal and external factors that influence self image.</li> <li>• Stages of the human life: Infancy, childhood, adolescence, adulthood and old age</li> <li>• Role models that have influenced my self identity.</li> </ul>	<p><b>Unit title:</b> Migration  <b>Central Idea:</b> Migration can transform human beings and communities.  <b>Key concept:</b> Function, connection, perspective  <b>related concept:</b> Communities, Culture, Belonging, Identity  <b>lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The challenges and opportunities associated with migration.</li> <li>• The impact migration has on communities</li> <li>• Factors that contribute to individuals' sense of belonging</li> </ul>	<p><b>Unit title:</b> Folklore  <b>Central Idea:</b> Folklore, an important part of our literary heritage, records the history and beliefs of a culture.  <b>Key concept:</b> Connection, Perspective, change  <b>Related concept:</b> Identity, Values, Opinions  <b>lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The origin and unique characteristics of folklore</li> <li>• The presentation of folklore is constantly changing to reflect the values of the time.</li> <li>• Folklore can be presented through a variety of media, art, poetry, self expression, writing and theatre, etc.</li> </ul>	<p><b>Unit Title:</b> Technology Rocks  <b>Central Idea:</b>Technology has changed the world of work and leisure.  <b>Key Concepts:</b>Change, Causation  <b>Related Concepts:</b>Innovation, impact  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Technology and inventions of the home, workplace and leisure activities.</li> <li>• The historical circumstances leading to the development of certain technologies</li> <li>• How technology impacts community life</li> </ul>	<p><b>4. Unit Title:</b> Crisis  <b>Central Idea:</b>Communities have developed ways of organising themselves to respond to crisis.  <b>Key Concepts:</b>Function Causation Responsibility  <b>Related Concepts:</b> Peace/Conflict Volunteer Choice Consequences Interdependence Systems Resources  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Human created crisis (personal, local, and global crisis)</li> <li>• Ways of preparing for and responding to crisis</li> <li>• The role of organisations during a crisis</li> </ul>	<p><b>Unit title:</b> Ecosystems  <b>Central Idea:</b>Plants and animals adapt to meet their needs based on the resources available in their ecosystems  <b>Key concept:</b> Connection, responsibility, change, form  <b>Related concept:</b> Biodiversity, Conservation, Interdependence, Sustainability, Systems, Adaption  <b>lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Components of an ecosystem</li> <li>• Adaptations of plants and animals in various habitats</li> <li>• Effects of humans on the ecosystems</li> </ul>

<p>PYP 4 &amp; 5 (Phase A)</p>	<p><b>Unit Title:</b> Traditions and individual identity</p> <p><b>Central Idea:</b> "Traditions and values shape individual and community identities."</p> <p><b>Key concepts:</b> Form and Perspective</p> <p><b>Related Concepts:</b> culture, traditions</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>- Culture, traditions and values</li> <li>- How traditions and values shape our identities.</li> <li>- Relevance of traditions in the contemporary world.</li> </ul>	<p><b>Unit title:</b> Past Civilizations</p> <p><b>Central idea:</b> "The world's history has been shaped by migrations, trade, and cultural interactions."</p> <p><b>Key concepts:</b> Change, Connection, Causation</p> <p><b>Related concepts:</b> impact, transformation, interdependence</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Major world Empires and their legacies</li> <li>● The world's trade routes and their influence</li> <li>● The effects of migration around the world</li> </ul>	<p><b>Unit Title:</b> Celebrations</p> <p><b>Central idea:</b> "Art and music are vibrant expressions of history, values, and emotions." <b>Key concepts:</b> Form, Perspective</p> <p><b>Related concepts:</b> Structure, opinion</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>● Diverse art forms and their cultural significance</li> <li>● -The role of music and dance in societies</li> <li>● -Contemporary influences and trends in global media</li> </ul>	<p><b>Unit title:</b> Energy</p> <p><b>Central idea:</b> "Ecosystems sustain unique biodiversity and face critical challenges."</p> <p><b>Key concepts:</b> Form, Change, Responsibility <b>Related concepts:</b> conservation, biodiversity, transformation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>● Unique characteristics of major ecosystems: savannahs, rainforests, and deserts</li> <li>● The role of flora and fauna in sustaining ecosystems</li> <li>● Challenges in global conservation and the efforts to address them</li> </ul>	<p><b>Unit Title:</b> Government</p> <p><b>Central Idea:</b> "Societies have diverse governance systems that have evolved over time."</p> <p><b>Key Concepts:</b> Function, perspective</p> <p><b>Related Concepts:</b> Equilibrium, production</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● Traditional governance systems shape and affect societies around the world</li> <li>● Contemporary states and their evolution of governance models</li> <li>● African Union and United Nations interventions in conflict zones</li> </ul>	<p><b>Unit title:</b> Sustainability</p> <p><b>Central idea:</b> To be developed by students</p> <p><b>Key concepts:</b> Form, causation, perspective, change,function, connection, responsibility</p> <p><b>Related concepts:</b> sustainability, agriculture, interdependence</p> <p><b>Lines of inquiry</b></p> <p>To be developed by students.</p>
<p>PYP 4 &amp; 5 (Phase B)</p>	<p><b>Unit Title:</b> My Body is Changing</p> <p><b>Central Idea:</b> Responsibilities change as adolescents experience social and emotional growth.</p> <p><b>Key concepts:</b> Causation and change.</p> <p><b>Related Concepts:</b> Growth, Body form</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>● The emotional and physical changes that occur in the body during puberty.</li> <li>● The causes of change in the body</li> <li>● Strategies to cope with situations of change</li> </ul>	<p><b>Unit title:</b> The Big City</p> <p><b>Central idea:</b> Cities change in response to a variety of influences.</p> <p><b>Key concepts:</b> Form, connection, change</p> <p><b>Related concepts:</b> progress, wealth , migration</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● The composition of a city</li> <li>● Why cities change</li> <li>● How changes impact cities and its people</li> </ul>	<p><b>Unit Title:</b> Traditions and Artefacts</p> <p><b>Central idea:</b> Traditions and artefacts provide a window into people's beliefs and values.</p> <p><b>Key concepts:</b> form, perspective, reflection</p> <p><b>Related concepts:</b> beliefs, values, reflection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>● What traditions are</li> <li>● How and why people celebrate</li> <li>● Similarities and differences between various celebrations</li> </ul>	<p><b>Unit title:</b> Earth, Space and the Universe</p> <p><b>Central idea:</b> The Earth is part of a vast and complex universe.</p> <p><b>Key concepts:</b> causation, change, connection</p> <p><b>Related concepts:</b> erosion, geology, tectonic plates, movement</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>● Earth's connection to the Solar System</li> <li>● Beyond the Solar System</li> <li>● Space exploration and technology</li> </ul> <p>* Geology / Physics: Forces and Motion</p> <p>* <a href="https://science.nasa.gov/exoplanets/search-for-life/">https://science.nasa.gov/exoplanets/search-for-life/</a></p>	<p><b>Unit Title:</b>The Market Place</p> <p><b>Central Idea:</b> Markets depend on the production of goods and services that can be exchanged.</p> <p><b>Key Concepts:</b> Form, connection</p> <p><b>Related Concepts:</b> Equilibrium, production</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● Mediums of exchange in various marketplaces</li> <li>● Dependency on other people and products (demand and supply)</li> <li>● Ethics of the marketplace</li> </ul>	<p><b>Unit title:</b> Biodiversity</p> <p><b>Central idea:</b> To be developed by students</p> <p><b>Key concepts:</b> Form, causation, perspective, change,function, connection, responsibility</p> <p><b>Related concepts:</b> balance, biodiversity, interdependence</p> <p><b>Lines of inquiry</b></p> <p>To be developed by the students.</p>

The Pre- Kindergarten and Kindergarten students will have five transdisciplinary themes in the entire academic year. Grade 1 to grade five students will have six transdisciplinary themes. The Grade 5 students will plan their last transdisciplinary unit for their exhibition. Combined classes have **phases A** and **B** for each transdisciplinary theme to avoid repetition.





