



# BERLIN COSMOPOLITAN SCHOOL PROGRAMME OF INQUIRY 2021 – 2022



Transdisciplinary Themes	Who We Are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Grades	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.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Grade 5	<p><b>1 The choices we make affect our health now and in the future.</b></p> <p>Factors that impact our physical health (CONNECTION)</p> <p>The importance of social and mental health (CONNECTION, CHANGE)</p> <p>(Students have agency to develop their own Line of Inquiry) (RESPONSIBILITY)</p>	<p><b>2 Ancient civilizations have an impact on us today.</b></p> <p>Defining civilizations and their roles (FORM, FUNCTION)</p> <p>Achievements and failures of past civilizations (CAUSATION)</p> <p>Artefacts are symbols of civilization (PERSPECTIVE)</p>	<p><b>3 Student-led Exhibition.</b></p> <p>Students' selection of Central Ideas and Lines of Inquiry are based on personal interests. The component of the Transdisciplinary Theme on which the inquiry is focused on will therefore vary. Key Concepts to focus the inquiry on will include any of the following: FORM, FUNCTION, CAUSATION, CHANGE, CONNECTION, RESPONSIBILITY or PERSPECTIVE.</p>	<p><b>4 Human societies interact with the natural systems of the universe.</b></p> <p>Natural Laws (FUNCTION)</p> <p>The Sun's impact on Earth (CONNECTION, CHANGE)</p> <p>Science has changed society (FORM, CHANGE)</p>	<p><b>5 Governments help organize society.</b></p> <p>Types of governments around the world (FORM, FUNCTION)</p> <p>Levels of government (cities, states etc.) (RESPONSIBILITY)</p> <p>What it means to be a citizen (PERSPECTIVE)</p>	<p><b>6 Children have rights to a better future.</b></p> <p>Children's rights in the UNCRC (CAUSATION)</p> <p>Equality and lives around the world (PERSPECTIVE)</p> <p>Today's actions impact our future (RESPONSIBILITY)</p>
Grade 4	<p><b>1 Beliefs, values, and culture have an impact on who we are.</b></p> <p>Values make us who we are (PERSPECTIVE)</p> <p>The major world belief systems (FUNCTION)</p> <p>Belief systems influence culture and traditions (CAUSATION)</p>	<p><b>2 Exploration leads to discoveries.</b></p> <p>Explorers are diverse and have individual personal histories (PERSPECTIVE)</p> <p>A variety of tools enabled exploration (CAUSATION, FORM)</p> <p>Discoveries have a major effect on societies (CHANGE)</p>	<p><b>3 People express their ideas through architecture.</b></p> <p>There are many elements of building design (FORM)</p> <p>Use affects design (FUNCTION)</p> <p>There are different styles of architecture (PERSPECTIVE)</p>	<p><b>4 Technologies impact society and the environment.</b></p> <p>Examples of technologies (FUNCTION)</p> <p>Our societal (in)dependence on technology (CONNECTION, CHANGE)</p> <p>Using technology responsibly (RESPONSIBILITY)</p>	<p><b>5 Communities work by making decisions together.</b></p> <p>We live in communities (FORM, FUNCTION)</p> <p>Communities are interconnected (CONNECTION)</p> <p>Decisions affect communities (RESPONSIBILITY)</p>	<p><b>6 Humans impact the ocean.</b></p> <p>The oceans' ecosystem is complex (CONNECTION)</p> <p>Energy is transferred between the organisms (CAUSATION)</p> <p>Humans impact oceans as systems (CHANGE, RESPONSIBILITY)</p>
Grade 3	<p><b>1 Effective interactions between human body systems contribute to good health and well-being.</b></p> <p>How body systems function and are connected (FUNCTION, CONNECTION)</p> <p>Health and well-being (FORM)</p> <p>Signs that things are not right (FORM, FUNCTION, RESPONSIBILITY)</p> <p>How people were healthy in the past (CHANGE, PERSPECTIVE)</p>	<p><b>2 People move around the world for different reasons.</b></p> <p>Reasons for immigration (CAUSATION)</p> <p>Children as immigrants (PERSPECTIVE, RESPONSIBILITY)</p> <p>How migration changes towns and cities (CHANGE)</p>	<p><b>3 Cultures express themselves through stories.</b></p> <p>Stories from different cultures (PERSPECTIVE)</p> <p>Stories share a similar structure (FORM)</p> <p>Authors connect to their audience (CONNECTION)</p>	<p><b>4 Humans use their knowledge of the natural world and scientific principles to make informed decisions.</b></p> <p>Properties in the natural world (FORM)</p> <p>Reasons for change (CHANGE)</p> <p>Consequences of change (CAUSATION, CHANGE)</p>	<p><b>5 We use time to organise ourselves.</b></p> <p>Cultural ideas of time (PERSPECTIVE)</p> <p>How we organize our personal time (RESPONSIBILITY)</p> <p>Personal events and time (CAUSATION, CONNECTION)</p>	<p><b>6 Consuming has an effect on people and our planet.</b></p> <p>The reasons why we buy things (CAUSATION, PERSPECTIVE)</p> <p>Supply and demand (FUNCTION)</p> <p>Choosing responsibly what we buy (RESPONSIBILITY)</p>
Grade 2	<p><b>1 We use our senses to explore, interpret and to communicate with the world around us.</b></p> <p>Our senses at work (FORM)</p> <p>Senses collect information about the world around us (FUNCTION)</p> <p>Adapting to the loss of a sense (CHANGE)</p>	<p><b>2 We play to have fun, learn and compete.</b></p> <p>Games played around the world (PERSPECTIVE)</p> <p>Learning through play has changed over time (CHANGE)</p> <p>Sports and games help people connect (CONNECTION)</p>	<p><b>3 Creativity helps us share new and unique ideas.</b></p> <p>Forms of creative expression (FORM)</p> <p>Reasons for creativity (CAUSATION)</p> <p>Effects of creativity on people and society (PERSPECTIVE, FUNCTION)</p>	<p><b>4 Learning about the Earth helps us understand our relationship with the planet.</b></p> <p>Our changing planet and its parts (CHANGE)</p> <p>Weather and natural disasters can affect our lives (CAUSATION)</p> <p>Understanding our effect and responsibilities (RESPONSIBILITY)</p>	<p><b>5 We make systems for trading (goods and services).</b></p> <p>Trade now and then (CHANGE)</p> <p>Ways of using money (FUNCTION)</p> <p>Different cultures and communities are connected (CONNECTION, RESPONSIBILITY)</p>	<p><b>6 Biomes have shared and unique features.</b></p> <p>Comparing biomes on our planet (CONNECTION)</p> <p>Plants and animals adapt to different biomes (CAUSATION)</p> <p>Humans can affect biomes (CAUSATION, RESPONSIBILITY)</p>
Grade 1	<p><b>1 Myself and Others.</b></p> <p>What it is like to be me (PERSPECTIVE)</p> <p>Groups I belong to (CHANGE)</p> <p>Caring for others (RESPONSIBILITY)</p> <p>We are different, we are the same (PERSPECTIVE)</p>	<p><b>2 Transportation connects people and places.</b></p> <p>Types of transportation (FUNCTION)</p> <p>How travel has changed (CHANGE)</p> <p>Transportation helps to connect people (CONNECTION)</p> <p>What people learn when they travel (PERSPECTIVE)</p>	<p><b>3 Signs and symbols help us learn.</b></p> <p>Where we find signs and symbols (CAUSATION)</p> <p>What signs and symbols tell us (FUNCTION)</p> <p>We create our own signs and symbols (FORM)</p>	<p><b>4 Simple machines make our lives easier.</b></p> <p>How simple machines work (FUNCTION)</p> <p>Reasons we use simple machines (CAUSATION)</p> <p>Making my own simple machine (FORM)</p>	<p><b>5 Me and my school.</b></p> <p>How my school is organized (CONNECTION)</p> <p>Responsibilities at school (PERSPECTIVE, RESPONSIBILITY)</p> <p>We are all connected (CAUSATION)</p>	<p><b>6 Sharing our city with plants and animals.</b></p> <p>Plants and animals in our city (FORM)</p> <p>How we share the city with plants and animals (CONNECTION)</p> <p>Our responsibility to these plants and animals (RESPONSIBILITY)</p>

START DATES OF UNITS FOR SCHOOL YEAR 2021/2022

(As of June 18, 2021)

UNIT 1: SEPTWK 2

UNIT 2: OCT WK 5

UNIT 3: DEC WK 2

UNIT 4: JAN WK 6

UNIT 5: MARCH WK 4 (Exhibition Unit, MARCH WK 3)

UNIT 6: MAY WK 3 (Grade 5, MAY WK 4)