

**AMERICAN SCHOOL OF BILBAO**  
**PROGRAM OF INQUIRY**  
**2023-2024**

	<p style="text-align: center;"><b>Who we are</b></p> <p>Inquiry into the nature of the self; beliefs and values; person, 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 style="text-align: center;"><b>Where we are in place and time</b></p> <p>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 style="text-align: center;"><b>How we express ourselves</b></p> <p>Inquiry into the ways in which we discover and express ideas, feelings, natures, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p style="text-align: center;"><b>How the world works</b></p> <p>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 style="text-align: center;"><b>How we organize ourselves</b></p> <p>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 environment.</p>	<p style="text-align: center;"><b>Sharing the planet</b></p> <p>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p style="text-align: center;"><b>Pre-school</b></p>	<p><b><u>Central Idea: (Y)</u></b> Identity evolves through exploration.</p> <p><b><u>Lines of Inquiry:</u></b> The ways children can be challenged and challenge themselves (Function)</p> <p>The connection between respecting a child’s interests and their ability to feel part of the learning community (Connection)</p> <p>The image of the child being curious,</p>		<p><b><u>Central Idea: (Y)</u></b> Expression develops through movement and rhythm.</p> <p><b><u>Lines of Inquiry:</u></b> The exploration of different feelings (Form)</p> <p>Movement and rhythm as modes of communication (Function)</p> <p>How people respond to music and movement (Causation)</p>	<p><b><u>Central idea: (Y)</u></b> Interaction of matter determined its use.</p> <p><b><u>Lines of Inquiry:</u></b> Materials in the environment (Form)</p> <p>Choice of materials for a purpose (Causation)</p> <p>The interaction of materials (Function)</p>		<p><b><u>Central Idea: (Y)</u></b> Nature inspires nurture.</p> <p><b><u>Lines of Inquiry:</u></b> The discoveries we find in nature (Form)</p> <p>The ways we care for our environment (Responsibility)</p> <p>Changes in nature and how we adapt (Change)</p>

	creative, competent, full of wonder, rich in ideas and keenly interested in world (Perspective)					
Nursery	<p><b>Central idea: (Y)</b> People in our lives shape our identity.</p> <p><b>Lines of Inquiry:</b> Similar and different families (Form)</p> <p>Importance and role of friends and families (Connection)</p> <p>Keeping families and friends, our responsibility toward supporting them (Responsibility)</p>		<p><b>Central Idea: (Y)</b> Stories communicate meaning.</p> <p><b>Lines of Inquiry:</b> What stories can convey (Connection)</p> <p>How stories are created and shared (Function)</p> <p>Feelings and emotions that stories evoke (Perspective)</p>	<p><b>Central Idea: (Y)</b> Cycles affect living things.</p> <p><b>Lines of Inquiry:</b> Natural cycles-day &amp; night, weather patterns, seasons (Causation)</p> <p>The actions people take in response to Earth's natural cycles (Change)</p> <p>Patterns of behavior in living things related to Earth's natural cycles (Connection)</p>		<p><b>Central idea: (4)</b> Living things influence human survival.</p> <p><b>Lines of Inquiry:</b> Caring for plants (Responsibility)</p> <p>Products we derive from plants (Causation)</p> <p>How plants contribute to life on Earth (Perspective)</p>
Pre-Kindergarten	<p><b>Central Idea: (1)</b> Learning about the roles and responsibilities help me to achieve agency within the community.</p> <p><b>Lines of Inquiry:</b> Roles and responsibilities</p>		<p><b>Central Idea: (Y)</b> Celebrations around the world differ across cultures.</p> <p><b>Lines of Inquiry:</b> Different celebrations across cultures (Form)</p> <p>Different ways of</p>		<p><b>Central Idea: (2)</b> Transportation connects people locally and globally.</p> <p><b>Lines of Inquiry:</b> Different type of transport (Form)</p> <p>Reasons for using a method of transport</p>	<p><b>Central Idea: (3)</b> Plants and animals provide vital resources for survival.</p> <p><b>Lines of Inquiry:</b> Resources plants and animals provide (Form)</p>

	<p>within our school community (Form) Roles and responsibilities within our families (Form) Achieving agency in our community (Function)</p>		<p>expressing ourselves through celebrations (Perspective)  Differences and similarities of celebrations (Connection)</p>		<p>(Causation)  How transportation differs around the world (Change)</p>	<p>Processes resources go through (Function)  Our responsibility to take care of plants and animals (Responsibility)</p>
Kindergarten	<p><b><u>Central Idea: (Y)</u></b> Social interactions promote learning and discovery.</p> <p><b><u>Lines of Inquiry:</u></b> How we interact with others (Function)  Ways we communicate through interacting with others (Function)  Learning and discovery through interactions (Causation)  Our responsibility in social interactions (Responsibility)</p>		<p><b><u>Central Idea: (Y)</u></b> People use imagination and creativity to communicate and express themselves.</p> <p><b><u>Lines of Inquiry:</u></b> What it means to be creative and imaginative (Form)  How we express our emotions in different ways (Perspective)  Ways people communicate to express creativity and emotion (Function)</p>	<p><b><u>Central Idea: (3)</u></b> Our senses help us to understand and interpret the world around us.</p> <p><b><u>Lines of Inquiry:</u></b> Our body parts (Form)  Our senses (Form)  How we use our body parts and senses to interpret the world around us (Function) (Connection)</p>		<p><b><u>Central Idea: (4)</u></b> The well-being of our planet depends on the interaction of living things.</p> <p><b><u>Lines of Inquiry:</u></b> Classification of living things (Form)  How living things grow and change (Function &amp; Change)  How people's actions affect living things (Causation)</p>

<p><b>Grade 1</b></p>	<p><b><u>Central Idea: (1)</u></b> Understanding our different roles and responsibilities help us to learn and improve our relationships.</p> <p><b><u>Lines of Inquiry:</u></b> Our different roles and responsibilities (Form)</p> <p>How relationships can be improved and developed (Change)</p> <p>Self-reflection for personal growth and understanding (Responsibility)</p>	<p><b><u>Central Idea: (4)</u></b> Humans have a universal need for shelter.</p> <p><b><u>Lines of Inquiry:</u></b> Shelter as a human necessity (Function)</p> <p>Factors governing shelter choice (Function)</p> <p>How shelters have evolved over time (Change)</p>	<p><b><u>Central Idea: (2)</u></b> We express, respond and react to feelings in different ways.</p> <p><b><u>Lines of Inquiry:</u></b> Emotions, how we respond and react to them (Function)</p> <p>Ways in which stories, art, drama, music and dance communicate and provoke emotion (Connection)</p> <p>Understanding different perspectives (Perspective)</p>	<p><b><u>Central Idea: (3)</u></b> Exploring the properties of light and sound can lead to new discoveries.</p> <p><b><u>Lines of Inquiry:</u></b> Properties and sources of light and sound (Form)</p> <p>Use of light and sound in daily life (Function)</p> <p>Solving problems using properties of the natural world (Connection)</p>	<p><b><u>Central Idea: (5)</u></b> Communities reflect society’s needs.</p> <p><b><u>Inquiry Lines:</u></b> Roles people play within a community (Function)</p> <p>The goods and services a community provides (Form)</p> <p>Human impact on shared resources and spaces (Causation)</p>	<p><b><u>Central Idea: (6)</u></b> Living things adapt to survive.</p> <p><b><u>Inquiry lines:</u></b> Features of living things that allow for survival (Form)</p> <p>How and why people mimic features of living things in the design process (Causation)</p> <p>How we use observation as part of the scientific process (Function)</p>
<p><b>Grade 2</b></p>	<p><b><u>Central Idea: (1)</u></b> Making healthy choices helps us look after our body.</p> <p><b><u>Lines of Inquiry:</u></b> Healthy habits and routines (Function)</p> <p>How our choices affect our health and well-being (Connection)</p>	<p><b><u>Central Idea: (2)</u></b> Geography influences human settlements.</p> <p><b><u>Lines of Inquiry:</u></b> The different geographical features around the world (Form)</p> <p>The impact of human interaction</p>	<p><b><u>Central Idea: (5)</u></b> Stories are created and expressed in a variety of ways for many purposes.</p> <p><b><u>Lines of Inquiry:</u></b> The various elements of stories (Form)</p> <p>Ways to tell stories (Function)</p>	<p><b><u>Central Idea: (3)</u></b> Materials have properties that can be used in many different ways.</p> <p><b><u>Lines of Inquiry:</u></b> The properties of materials and the states of matter (Form)</p> <p>Changing properties</p>	<p><b><u>Central Idea: (4)</u></b> People use measurement to organize their daily lives.</p> <p><b><u>Lines of inquiry:</u></b> Why we use measurement in our daily lives (Causation)</p> <p>How we use</p>	<p><b><u>Central idea: (6)</u></b> All living things share natural resources.</p> <p><b><u>Lines of Inquiry:</u></b> Natural resources and how we use them (Form &amp; Function)</p> <p>Interdependent relationships in</p>

	The consequences of our choices (Responsibility)	on the physical environment (Causation)  The ways geographic features and natural resources affect human life (Connection)	Perspectives of stories in different cultures (Perspective)	Of materials (Change)  How materials can be used to meet our needs (Function)	measurement in our daily lives (Function)  Different measurement tools around the world (Form)	ecosystems (Connection)  Our responsibility to conserve natural resources (Responsibility)
<b>Grade 3</b>	<b><u>Central Idea: (2)</u></b> Nature and nurture shape identity.  <b><u>Lines of Inquiry:</u></b> How humans are similar and different to other animals and each other (Form)  Heredity and its determining factors (Function)  How social and cultural factors affect our identity	<b><u>Central Idea: (6)</u></b> Communities evolve in response to challenges.  <b><u>Lines of Inquiry:</u></b> How challenges affect a community's way of life (Causation)  How the challenges communities face have changed over time (Change)  The ways humans respond to challenges (Perspective)	<b><u>Central Idea: (3)</u></b> Poetry connects people with common feelings and ideas.  <b><u>Lines of Inquiry:</u></b> How different kinds of poetry express feelings and ideas (Function)  How poetry impacts people (Perspective)  The ways poetry connects people (Connection)	<b><u>Central Idea: (1)</u></b> The design of a structure depends on its purpose.  <b><u>Lines of Inquiry:</u></b> The reasons of why we need structures (Causation)  The materials used for structures (Form)  Design used for structures (Function)	<b><u>Central Idea: (4)</u></b> Climate impacts our way of life.  <b><u>Lines of Inquiry:</u></b> The relationship between climate and way of life (Connection)  The relationship between climate change and human activities (Connection)  Human responses to natural hazards (Causation)	<b><u>Central Idea: (5)</u></b> The sustainability of an ecosystem depends on balance.  <b><u>Lines of Inquiry:</u></b> The interdependence of elements in an ecosystem (Function)  How human activities impact balance in an ecosystem (Responsibility)  How organisms react to changes in an ecosystem (Change)
<b>Grade 4</b>	<b><u>Central Idea: (4)</u></b> Human interactions affect the community.	<b><u>Central Idea: (1)</u></b> The past influences today.  <b><u>Lines of Inquiry:</u></b>	<b><u>Central Idea: (3)</u></b> Text conveys ideas, emotions and beliefs.	<b><u>Central idea: (5)</u></b> Exploring energy leads to the interpretation of processes.	<b><u>Central Idea: (6)</u></b> Existence depends on the supply and demand of environmental	<b><u>Central Idea: (2)</u></b> Consumption of resources affects sustainability.

	<p><b><u>Lines of Inquiry:</u></b> The connection between people and communities (Connection)</p> <p>Understanding one’s responsibility in a community (Responsibility)</p> <p>Physical, social and emotional characteristics (Form)</p>	<p>Ingenuity in today’s world and its connection past civilizations (Connection)</p> <p>How societies have changed over time (Change)</p> <p>Artifacts as information and evidence of past civilizations (Function)</p>	<p><b><u>Lines of Inquiry:</u></b> Literature study: Harry Potter and the Sorcerer’s Stone as a means for expression and interpretation (Form)</p> <p>Poetry and poetic devices (Form)</p> <p>The ways we analyze media and products (Function)</p>	<p><b><u>Lines of Inquiry:</u></b> How the scientific method supports inquiry (Function)</p> <p>The scientific principles of light and sound (Form)</p> <p>How light and sound are used in daily life (Function)</p>	<p>resources.</p> <p><b><u>Lines of Inquiry:</u></b> The relationship between the natural environment and industrial development (Connection)</p> <p>Balancing human needs and wants with environmental stewardship (Responsibility)</p> <p>Political and physical regions (Form)</p> <p>Global and local impact of our decisions as consumers (Connection)</p>	<p><b><u>Lines of Inquiry:</u></b> Geological resources (Form)</p> <p>Sustainability and responsible use of geological resources (Responsibility)</p> <p>How we use geological resources (Function)</p>
Grade 5	<p><b><u>Central Idea: (2)</u></b> Religions and cultures have common beliefs and values.</p> <p><b><u>Lines of Inquiry:</u></b> Elements of different belief systems (Form)</p> <p>How belief systems are connected</p>	<p><b><u>Central Idea: (3)</u></b> Exploration impacts communities.</p> <p><b><u>Lines of Inquiry:</u></b> The circumstances that drive exploration (Connection)</p> <p>The impact of exploration on communities</p>	<p><b><u>Central Idea: (5)</u></b> Media has the power to influence thinking and behavior.</p> <p><b><u>Lines of Inquiry:</u></b> Forms and purposes of media (Function)</p> <p>How media influences the choices we make</p>	<p><b><u>Central Idea: (1)</u></b> Forces in the universe affect Earth.</p> <p><b><u>Lines of Inquiry:</u></b> Characteristics of the Solar System (Form)</p> <p>The forces at work on planet Earth (Function)</p>	<p><b><u>Central Idea: (4)</u></b> There are local and global organizations influencing societies on the ways human use of energy and resources.</p> <p><b><u>Lines of Inquiry:</u></b> Natural resources (Form)</p>	The Exhibition Unit

	(Connection)  Cultural values and beliefs (Perspective)	(Responsibility)  Different perspectives and values lead to different actions (Perspective)	(Causation)  Media can promote values, lifestyle and points of view (Perspective)	What makes life possible on Earth (Connection)	Local and global organizations on preserving natural resources (Function)  The ways organizations affect the society (Change)	
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