

BISHOP DAVID MOTIUK CATHOLIC ELEMENTARY AND JUNIOR HIGH SCHOOL



Programme of Inquiry
2025-2026

WHAT IS A PROGRAMME OF INQUIRY?

A Programme of Inquiry is the collection of all units of inquiry from Kindergarten to Grade 5 that shape learning across our school. It is the heart of the PYP! Guided by the Alberta curriculum, our teachers collaborate to create inquiry-driven, concept-based units that connect subjects, explore big ideas, and engage with real-world issues. These units develop curiosity, the IB learner profile, and international-mindedness in meaningful and connected ways.

Transdisciplinary theme descriptions	
Who we are	<p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none">• physical, emotional, social and spiritual health and well-being• relationships and belonging• learning and growing
Where we are in place and time	<p>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none">• periods, events and artefacts• communities, heritage, culture and environment• natural and human drivers of movement, adaptation, and transformation
How we express ourselves	<p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none">• inspiration, imagination, creativity• personal, social and cultural modes and practices of communication• intentions, perceptions, interpretations and responses
How the world works	<p>An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none">• patterns, cycles, systems• diverse practices, methods and tools• discovery, design, innovation: possibilities and impacts
How we organize ourselves	<p>An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none">• interactions within and between social and ecological systems• approaches to livelihoods and trade practices: intended and unintended consequences• representation, collaboration and decision-making
Sharing the planet	<p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none">• rights, responsibilities and dignity of all• pathways to just, peaceful and reimagined futures• nature, complexity, coexistence and wisdom

KINDERGARTEN



Kindergarten: How we organize ourselves

Central Idea: We build community by cooperating and following agreements.

Lines of Inquiry:

- My school community
- Communities and how they work
- Instructions and agreements



Kindergarten: Who We Are

Central idea: Identity is developed through interactions

Lines of inquiry:

- My Identity
- Health and well-being
- Relationships and belonging



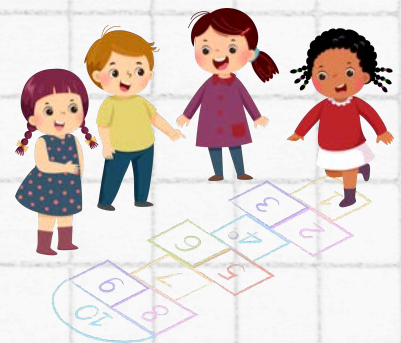
KINDERGARTEN

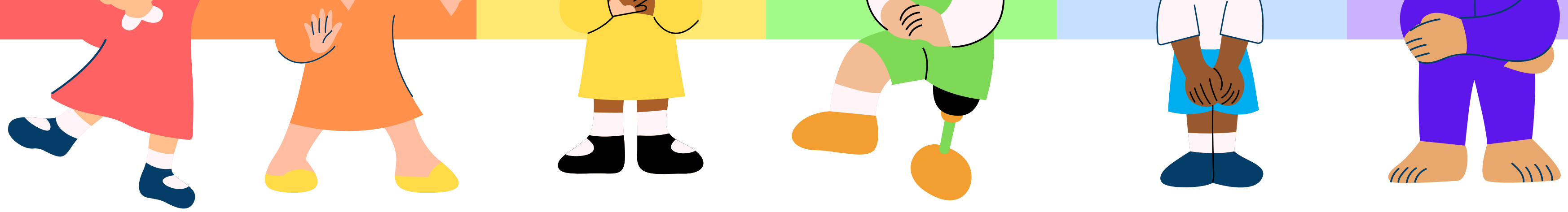
HOW WE EXPRESS OURSELVES

CENTRAL IDEA: EXPRESSION IS DEVELOPED THROUGH IMAGINATION AND PLAY.

Lines of inquiry:

- **Forms of expression**
- **Feelings and emotions**
- **How play connects imagination and discovery**





KINDERGARTEN: WHERE WE ARE IN PLACE AND TIME

CENTRAL IDEA:

MOVEMENT INFLUENCES WELLBEING AND SURVIVAL

Lines of inquiry:

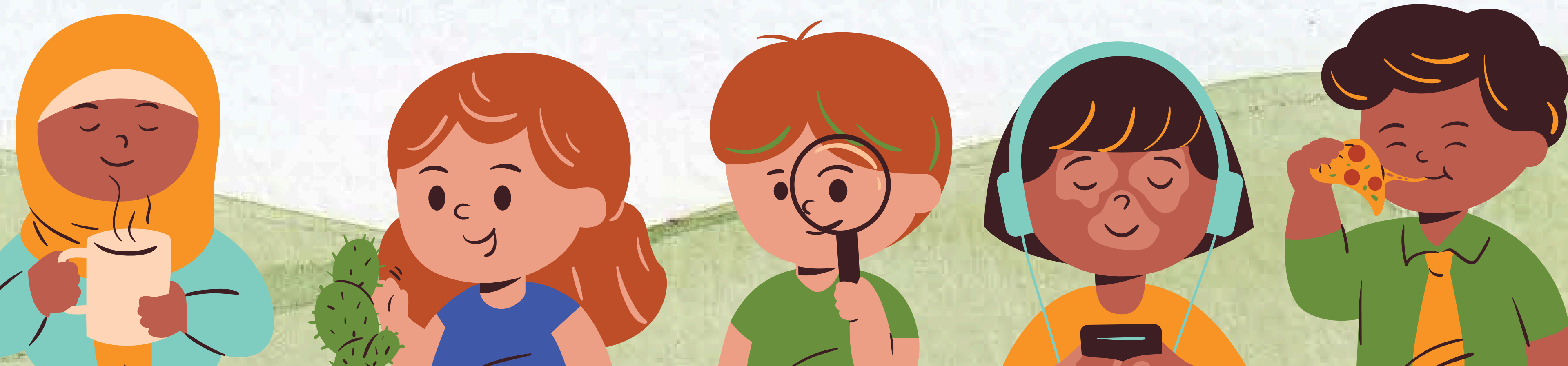
- How we move our bodies to stay active and healthy
- Why people and animals move from place to place
- How movement is part of traditions and celebrations

Kindergarten: How the world works

CENTRAL IDEA: EXPLORATION MAY LEAD TO CONNECTION AND DISCOVERY.

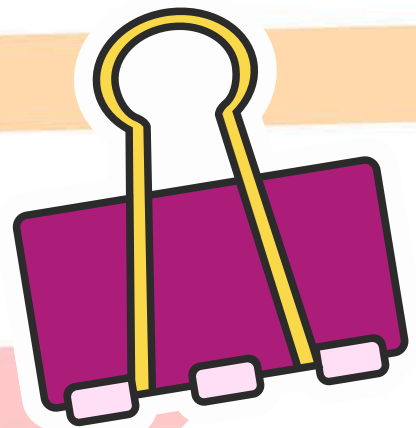
Lines of inquiry:

- How we use our senses to explore and understand nature
- How stories help us connect with and care for the Earth
- How our actions may demonstrate responsibility for the environment



GRADE 1

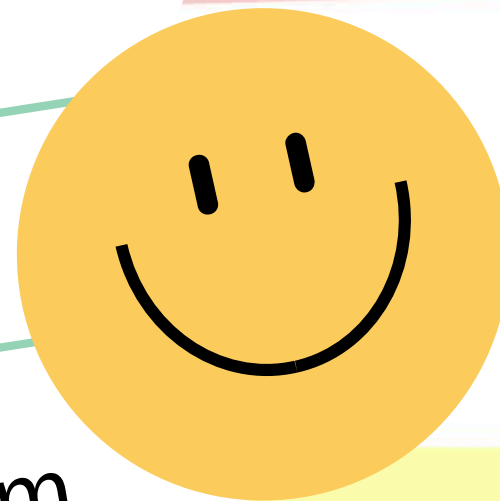




Grade 1: Who We Are

central idea: **Forming connection enhances human experiences.**

- How to create a safe and caring classroom
- Building, maintaining and appreciating uniqueness in relationship
- Healthy growth and development





Grade 1

How We Express Ourselves

Central Idea: Individuals use creativity and imagination to inspire innovation, problem solving and expression in many forms.

Lines of Inquiry

Identification of feelings and emotions

Self discovery & expression

Ways we interact with others





Where Are We in Place And Time

Central Idea:

Movement, experiences and traditions over time shape how families live, celebrate and connect across generations.

Lines of Inquiry:

Migration and Movement

Multiculturalism

Sharing traditions throughout generations

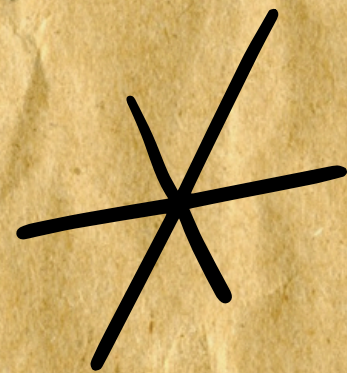
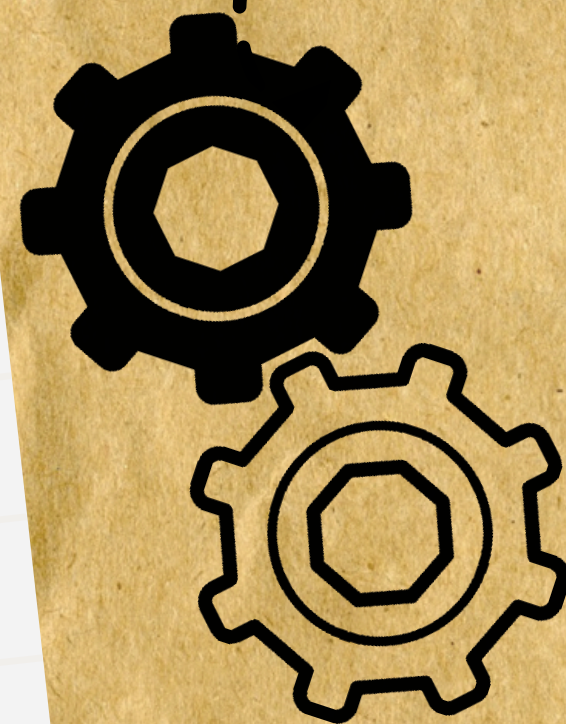
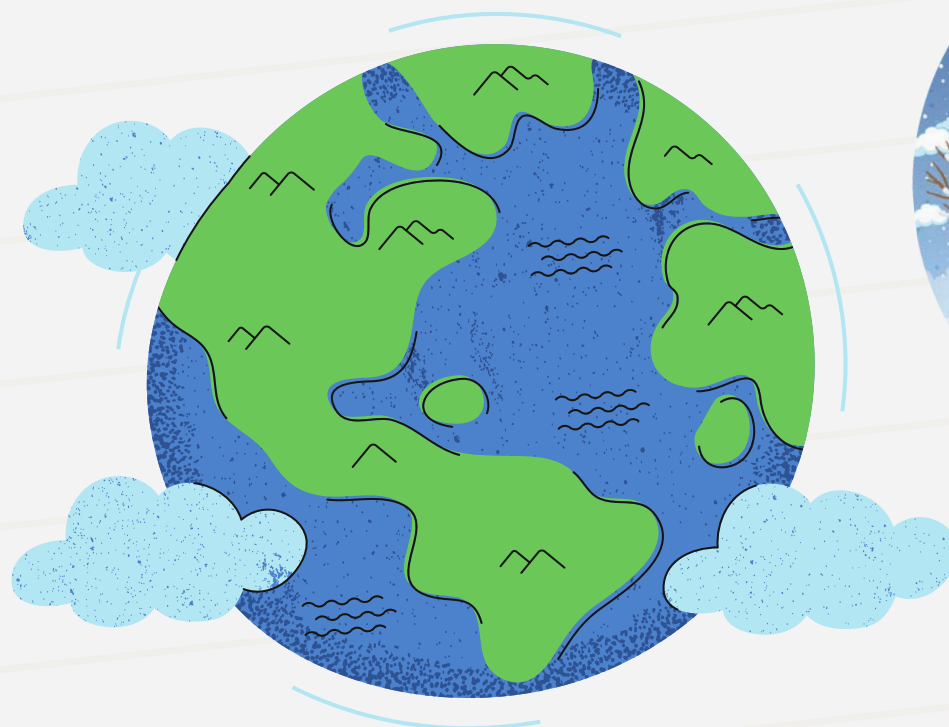


Grade 1

How The World Works

Central Idea: **Systems** and their interactions
help us to **explore** our world.

Lines of Inquiry
cycles and **patterns**
characteristics and **properties of living** and **non-living things**
Interpret and **collect information**

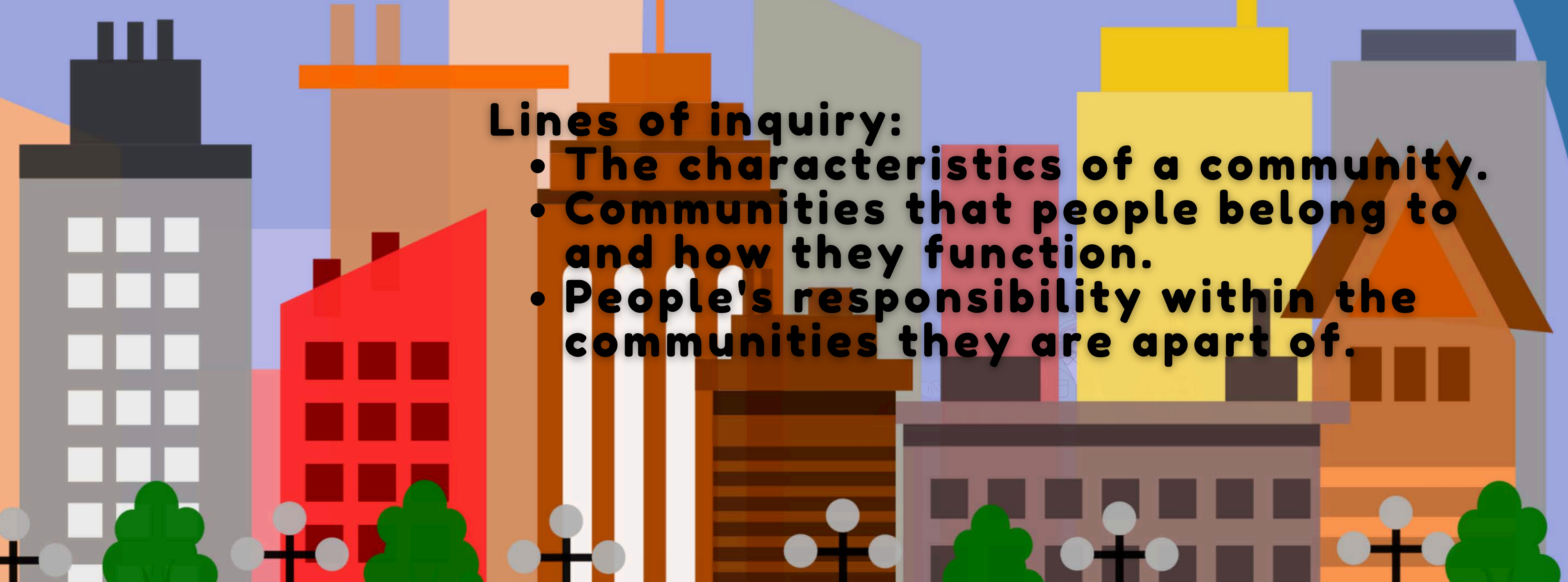


Grade 1: How We Organize Ourselves

Central idea:
A community is affected by the participation of its members.

Lines of inquiry:

- **The characteristics of a community.**
- **Communities that people belong to and how they function.**
- **People's responsibility within the communities they are apart of.**



Grade 1: Sharing the Planet

CENTRAL IDEA: NATURE AND HUMANITY ARE INTERCONNECTED.

Lines of inquiry:

- Human actions affecting living things
- The interconnectedness of living things
- Unique adaptations of living things



GRADE 2



GRADE 2: WHO WE ARE

Central idea: Culture shapes our identity

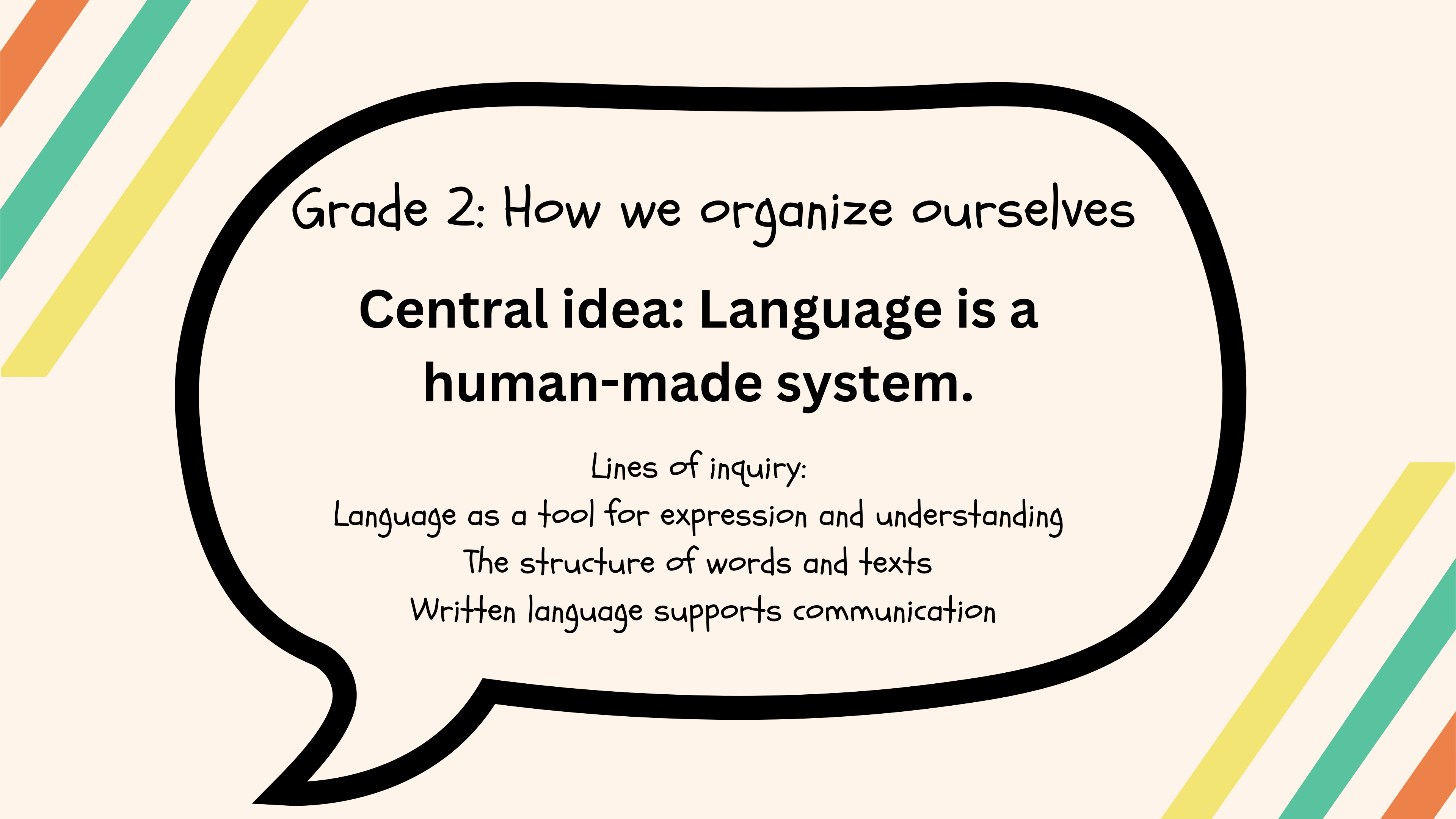
Lines of inquiry:

Celebrations and traditions show what is important to different cultures

Our identity is built by the people and places around us

Different cultures helps us find things we have in common





Grade 2: How we organize ourselves

**Central idea: Language is a
human-made system.**

Lines of inquiry:

Language as a tool for expression and understanding

The structure of words and texts

Written language supports communication

GRADE 2: SHARING THE PLANET

Central idea: Time and actions affect our planet.

Lines of inquiry:
Earth's components
Changes over time
Caring for our earth



GRADE 2: HOW WE EXPRESS OURSELVES

Central Idea:

Personal experiences can influence artistic expression.

Lines of Inquiry:

How people communicate in a variety of ways

How thoughts, ideas and feelings can be expressed

How creativity and imagination can influence artistic expression



Where We Are In Place and Time

Central Idea:

**Where we live affects our needs,
choices, and points of view.**

Lines of Inquiry:

How different places shape how communities live.

How needs, values, and experiences influence perspectives.

How communities make decisions to meet their needs.



HOW THE WORLD WORKS

Central Idea:

Interdependence is essential to living things.

Lines of Inquiry:

Plants, animals and the land work together

Human Impact and Sustainability

Cultural practices relate to the land, plants,
and animals



GRADE 3



Grade 3

Who we are

Central idea:

Identities may be shaped by culture and communities.

Lines of inquiry.

- The different communities we belong to
- How our personal beliefs and actions impact our relationships
- The cultural identities we bring into our communities



Grade 3

How we Express Ourselves



Central idea:
Messages can be
communicated in different
ways.

Lines of inquiry:

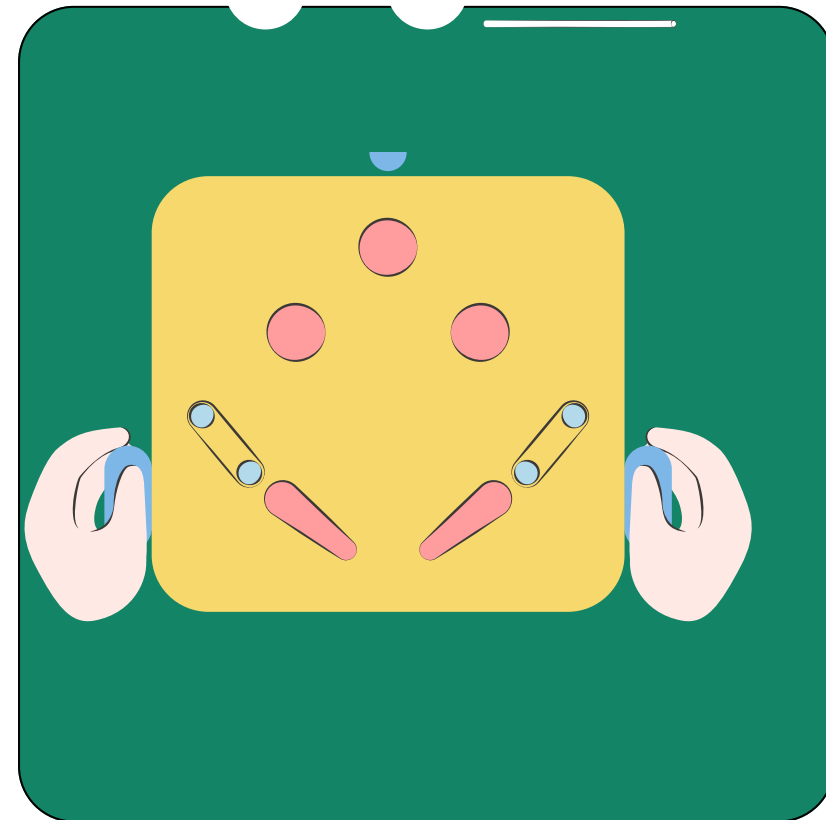
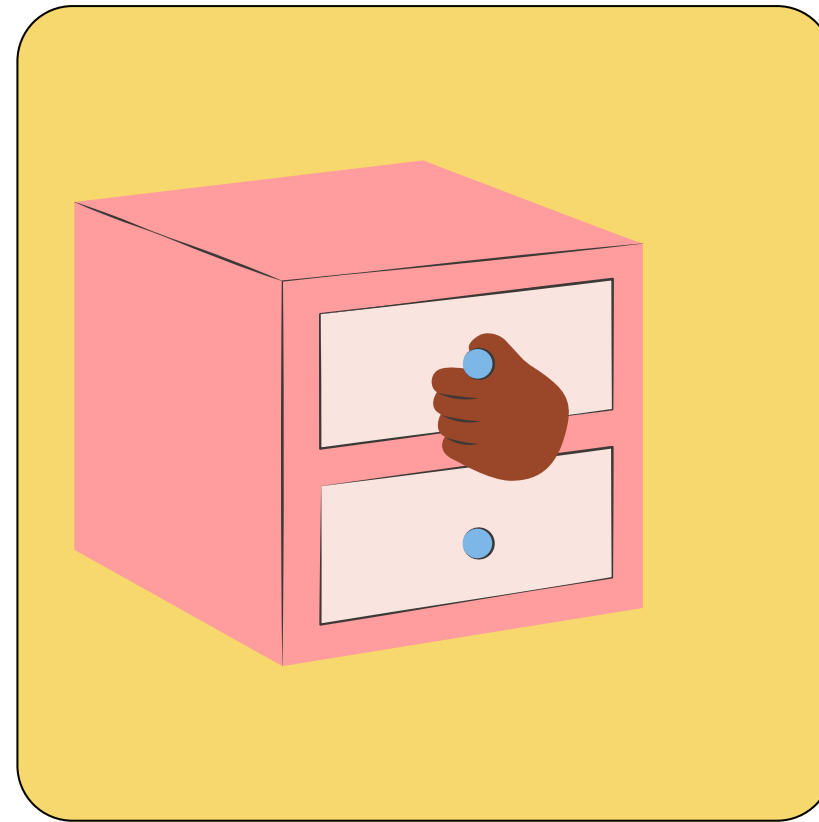
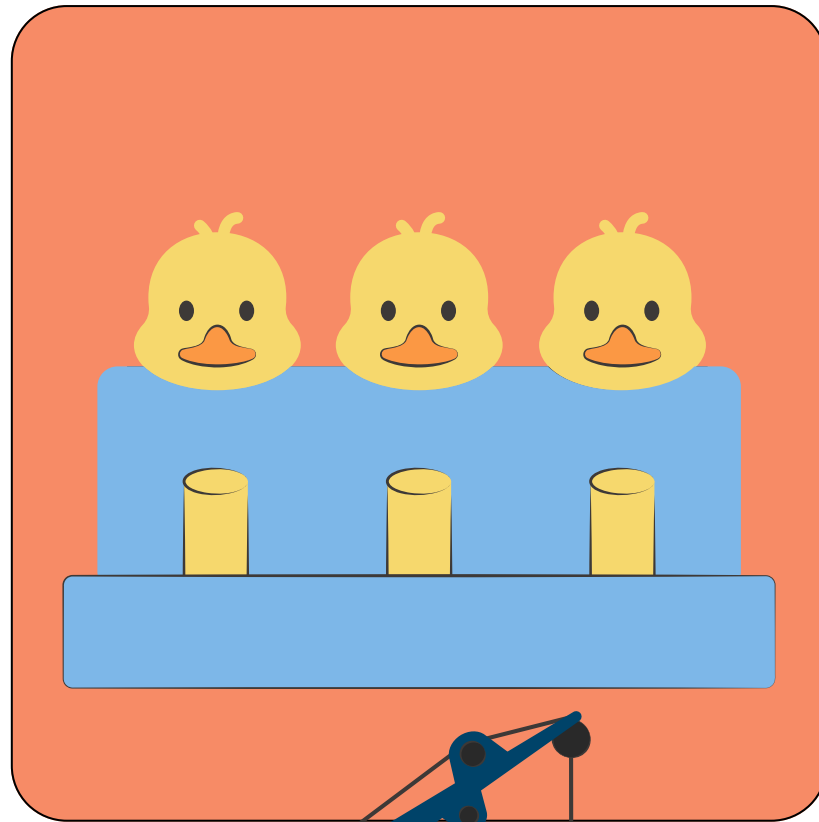
- Different ways messages are communicated
- How beliefs and values are reflected in written and non-written form
- How different forms of self-expression provoke thoughts/feelings

GRADE 3: WHERE WE ARE IN TIME AND PLACE

CENTRAL IDEA:
GEOGRAPHICAL LOCATION MAY
INFLUENCE QUALITY OF LIFE

Lines of inquiry:

Our location relative to others in the world
Connection between location and lifestyle
The perspective of various cultures and qualities of life



Grade 3

How the World Works

CENTRAL IDEA: FORCES CAN AFFECT PROPERTIES AND MOVEMENT OF OBJECTS IN DIFFERENT WAYS

Lines of Inquiry:

Where forces may exist in everyday situations

Contact forces that occur between objects

Strength of forces applied to objects



Grade 3

Sharing the Planet

Central idea: Survival is dependent on how plants and animals interact within environments

Lines of inquiry:

Interactions of plants and animals are represented through food chains

Classification of animals within food chains

Actions that can be taken to protect plants and animals



GRADE 3 HOW WE ORGANIZE OURSELVES

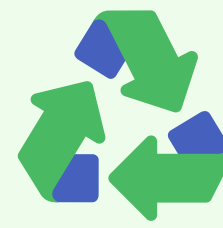
**Central idea: Citizens
create organizations to
meet global needs**

Lines of inquiry:
The rights of children
How organizations meet global needs
Our responsibility to be global
citizens



GRADE 4





GRADE 4-SHARING THE PLANET

CENTRAL IDEA:

ECOSYSTEMS CAN BE AFFECTED BY HUMAN ACTIVITY

LINES OF INQUIRY:

- NATURAL PROCESSES OF THE EARTH
- HUMAN ACTIVITY AFFECTING THE ENVIRONMENT
- RESPONSIBLE USE AND DISPOSAL OF HAZARDOUS MATERIALS



GRADE 4

HOW WE EXPRESS OURSELVES

Central Idea- Written text can help to communicate and express ideas.

Lines of Inquiry:

the structure of different texts

the role of storytelling in transmitting culture

the importance of preserving written text for cultural preservation

How the World Works

Central Idea: Space exploration and technological innovations have had a major impact on our lives

Lines of Inquiry:

- Patterns are observed and documented to inform daily life.
- Technological innovations further our knowledge of space.
- Legends and stories from the past teach humans about navigation through the stars.

GRADE 4- WHO WE ARE

Central Idea: Cultural history can contribute to a sense of identity.

Lines of Inquiry:

- How the past, present and future helps to shape identity.
- The various cultural beliefs that can create new communities.
- Preserving cultural identity.

Grade 4

How We Organize Ourselves

Central Idea

Systems influence social structure.

Lines of Inquiry:

- Religious systems help to influence government laws and societal norms
- Colonization impacts identity of many communities
- Our responsibilities as global citizens



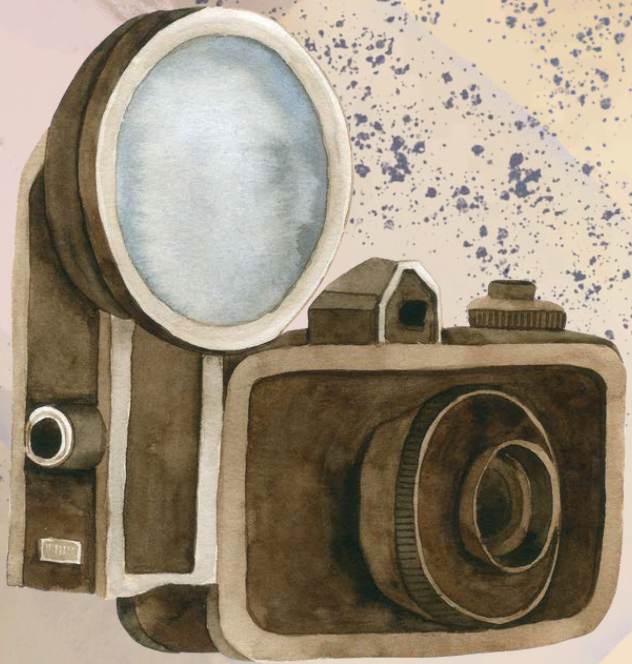
GRADE 4- WHERE WE ARE IN PLACE & TIME

Central Idea

Changing cultural social dynamics impacts
quality of life

Lines of Inquiry

- Social, political and economic reasons why people move
- Impact on Indigenous communities as a result of settlement
- Change of community identity over time



GRADE 5



Grade 5: Who We Are

Central idea:

Identity can affect human relationships

Lines of inquiry:

Cultural identity

Maintaining positive interpersonal relationships and collaboration

Responsibility of digital citizenship



Grade 5

✧ How We Express Ourselves ✧



Central idea:
Stories can be
expressed in a
variety of ways

Lines of inquiry:
Story structure and organization.
The purpose of a variety of
genres and media.
Ways we can express and share our
stories.

Grade 5

How the World Works



Central idea

Geographical location and regional climate can impact human activity.



Lines of inquiry

- Physical regions of a geographical area
- Weather and climate
- The interdependence between people and their land

Grade 5

Where We Are in Place and Time

**CENTRAL IDEA
CONNECTEDNESS
CAN BE IMPACTED BY
TECHNOLOGY.**

Lines of inquiry

The art of communication over time

How different ways of communicating affects connectedness.

How innovation impacts our lives





Grade 5

How We Organize Ourselves

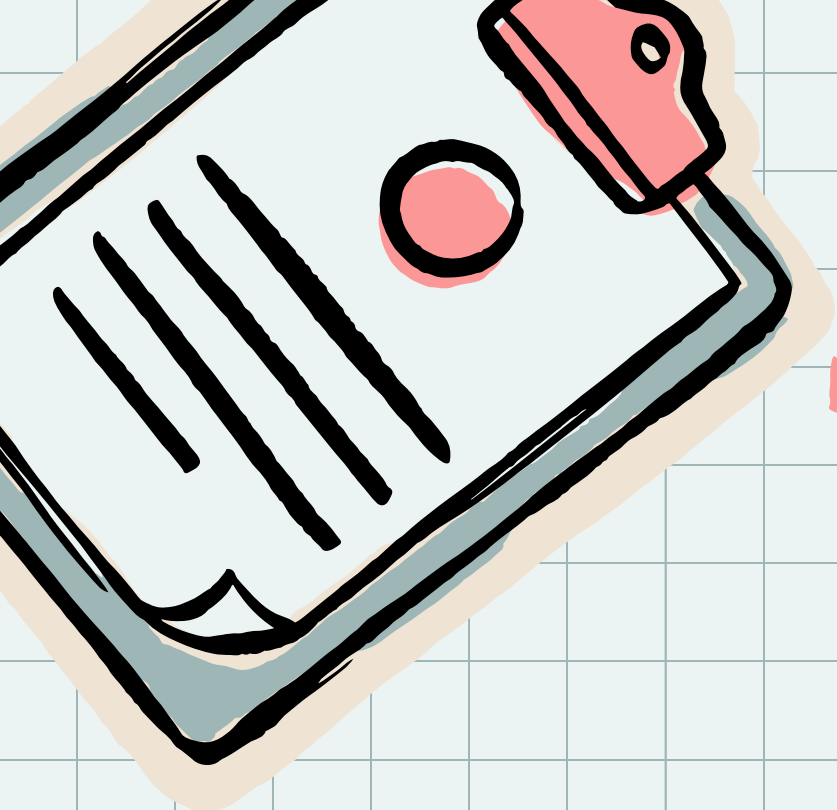
Central idea: Economics and politics may impact ways of life.

Lines of inquiry:

Economic booms and crashes

Historical events that shape identity

Political events impact individual and societal rights



GRADE 5 EXHIBITION



Central idea:

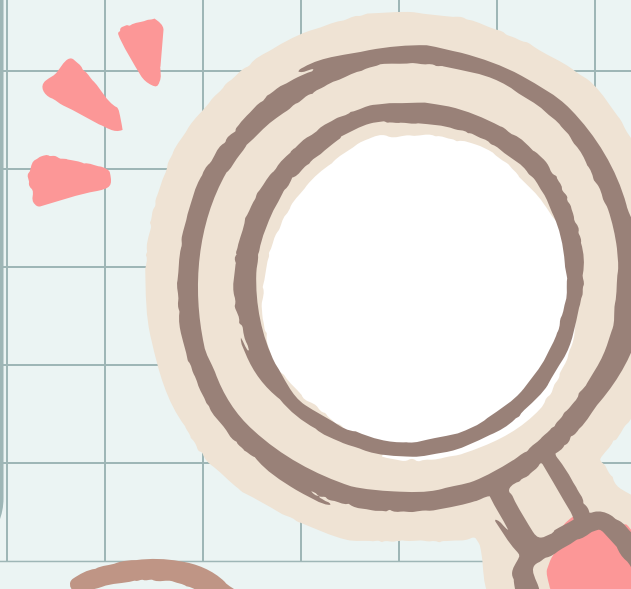
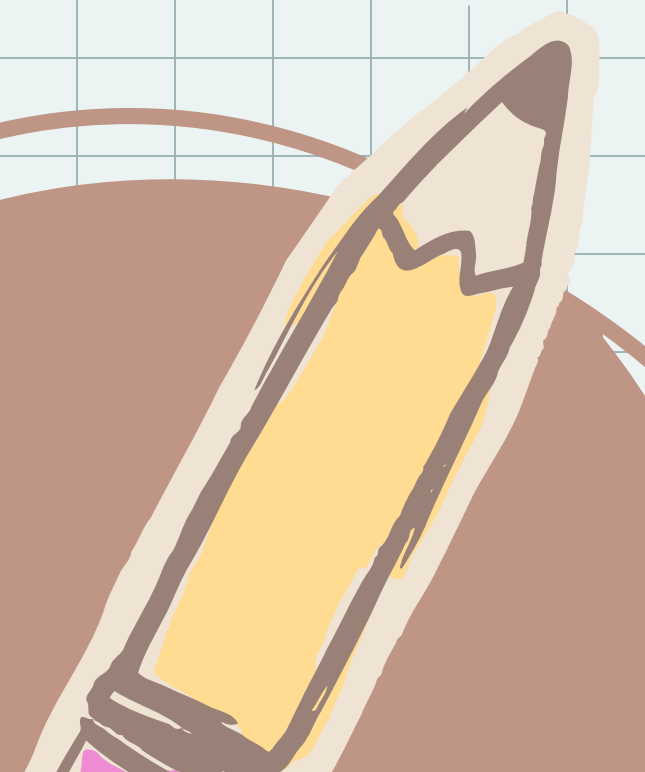
Inquiry and action can inspire understanding an action.

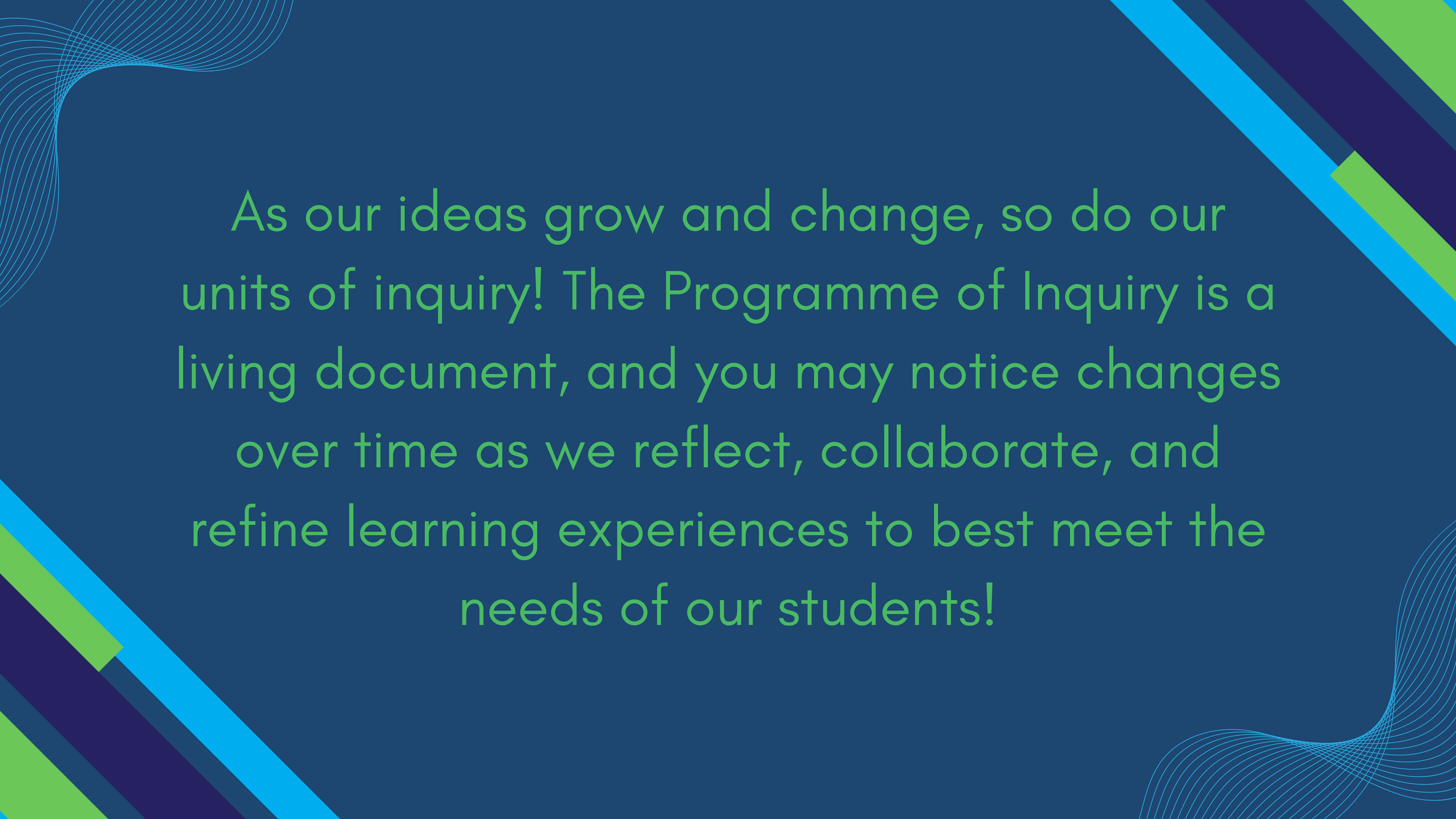
Lines of inquiry:

The importance of critical thinking and
reflection

Developing international mindedness

Meaningful action





As our ideas grow and change, so do our units of inquiry! The Programme of Inquiry is a living document, and you may notice changes over time as we reflect, collaborate, and refine learning experiences to best meet the needs of our students!