

# Programme of Inquiry

## Central Elementary School

October 2016

PreK

	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
<b>Transdisciplinary Theme</b>	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 civilisations, 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.
<b>Central idea</b>	Characteristics and qualities make us unique.	Innovation facilitates wants and needs.	Arts Foster Expression	Environmental change provokes adaptation.	People depend upon human services.	People classify living things.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• Our physical characteristics</li> <li>• What is important to you.</li> <li>• What makes us special.</li> </ul>	<ul style="list-style-type: none"> <li>• Types of transportation</li> <li>• How transportation has changed over time.</li> <li>• How travel changes depending upon the environment.</li> <li>• Transportation around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• How art makes us feel (perspective)</li> <li>• Different art medium (print, dance, music, architecture, etc.) (form)</li> <li>• Learning to be artistically expressive through language and aesthetics. (connection)</li> </ul>	<ul style="list-style-type: none"> <li>• How our environment changes with the seasons.</li> <li>• Changes we make in our lives as the seasons change.</li> <li>• Some of the food that we eat is defined by the seasons.</li> <li>• Some of the activity choices that we make are defined by the seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Our lives are connected by people who work in the community</li> <li>• What workers do in communities</li> <li>• How workers help communities run effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Types of farm animals. Items found on a farm.</li> <li>• Common and uncommon items that are provided to people by farm animals.</li> <li>• Farms connect people to fresh vegetables and animal products.</li> <li>• Recipes that you can make from farm products.</li> </ul>
<b>Subject focus</b>	Reading, Social Studies, Science	Reading, Social Studies, Science, Physical Education	Social Studies, Visual Arts, Music	Social Studies, Science, Visual Arts	Reading, Mathematics, Social Studies	Mathematics, Social Studies, Science
<b>Key concepts</b>	Form, Change	Causation, Connection	Form, Reflection	Form, Change	Function, Responsibility	Function, Connection
<b>Related concepts</b>						
<b>Learning experiences</b>	<b>Learner Profile Items:</b> Communicators, Balanced, Reflective	<b>Learner Profile Items:</b> Inquirers, Knowledgeable	<b>Learner Profile Items:</b> Communicators, Open-minded, Reflective	<b>Learner Profile Items:</b> Thinkers, Principled, Caring	<b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers	<b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers

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
<p><b>Attitudes:</b> Appreciation, Confidence, Independence</p> <p><b>Research Skills:</b> Collecting Data, Recording Data, Interpreting Data</p> <p><b>Self-management Skills:</b> Gross Motor, Safety, Codes of Behaviour</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Application, Evaluation</p> <p><b>Social Skills:</b> Respecting Others, Cooperating</p> <p><b>Communication Skills:</b> Writing, Viewing, Presenting</p>	<p><b>Attitudes:</b> Cooperation, Enthusiasm, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Interpreting Data</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Safety</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Analysis</p> <p><b>Social Skills:</b> Respecting Others, Group Decision Making</p> <p><b>Communication Skills:</b> Speaking, Writing, Presenting</p>	<p><b>Attitudes:</b> Appreciation, Creativity, Confidence</p> <p><b>Research Skills:</b> Observing, Planning, Interpreting Data</p> <p><b>Self-management Skills:</b> Fine Motor, Spatial Awareness, Organization</p> <p><b>Thinking Skills:</b> Application, Analysis, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others</p> <p><b>Communication Skills:</b> Non-verbal, Viewing, Presenting</p>	<p><b>Attitudes:</b> Empathy, Enthusiasm, Independence</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Collecting Data</p> <p><b>Self-management Skills:</b> Healthy Lifestyles, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Analysis, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Cooperating</p> <p><b>Communication Skills:</b> Listening, Writing, Viewing</p>	<p><b>Attitudes:</b> Enthusiasm, Respect, Independence</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Presenting Research</p> <p><b>Self-management Skills:</b> Fine Motor, Healthy Lifestyles, Informed Choices</p> <p><b>Thinking Skills:</b> Comprehension, Application, Synthesis</p> <p><b>Social Skills:</b> Respecting Others, Cooperating, Resolving Conflict</p> <p><b>Communication Skills:</b> Speaking, Reading, Presenting</p>	<p><b>Attitudes:</b> Creativity, Enthusiasm, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions, Collecting Data, Interpreting Data</p> <p><b>Self-management Skills:</b> Organization, Healthy Lifestyles, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Analysis, Evaluation, Dialectical Thought</p> <p><b>Social Skills:</b> Cooperating, Group Decision Making, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Reading, Writing, Viewing</p>
<p><b>Transdisciplinary Theme</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>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 civilisations, from local and global perspectives.</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>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>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.</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><b>Central idea</b></p>	<p>People respect and celebrate diversity in one another.</p>	<p>Emotions come from innate sensations.</p>			
<p><b>Lines of inquiry</b></p>	<ul style="list-style-type: none"> <li>• How people are different.</li> <li>• Respecting differences in others.</li> <li>• How people are the same.</li> <li>• Finding connections with one another.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding emotions that affect our lives</li> <li>• The ability to understand an emotion that we feel at a certain time</li> <li>• How we choose to express our emotions with others</li> </ul>			

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<b>Subject focus</b>	Social Studies, Science, Visual Arts		Social Studies, Science, Visual Arts			
<b>Key concepts</b>	Causation, Perspective		Perspective, Reflection			
<b>Related concepts</b>						
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Open-minded, Risk-takers (Courageous), Balanced</p> <p><b>Attitudes:</b> Integrity, Commitment, Respect</p> <p><b>Research Skills:</b> Planning, Organizing Data, Presenting Research</p> <p><b>Self-management Skills:</b> Safety, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Application, Evaluation, Dialectical Thought</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Non-verbal</p>		<p><b>Learner Profile Items:</b> Open-minded, Caring, Risk-takers (Courageous)</p> <p><b>Attitudes:</b> Empathy, Integrity, Tolerance</p> <p><b>Research Skills:</b> Formulating Questions, Interpreting Data</p> <p><b>Self-management Skills:</b> Safety, Healthy Lifestyles, Codes of Behaviour</p> <p><b>Thinking Skills:</b> Comprehension, Evaluation, Metacognition</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Resolving Conflict</p> <p><b>Communication Skills:</b> Listening, Writing, Non-verbal</p>			

## Kindergarten

	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
<b>Transdisciplinary Theme</b>	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 civilisations, 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.
<b>Central idea</b>	Attitudes express beliefs and values	Cycles foster predictions	We use our imagination to think, create, and express ourselves.	Investigations and observations help us understand our world.	Responsibilities create order	Living things depend on vegetation
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• PYP Attitudes</li> <li>• The way we perceive ourselves and others and vice versa</li> <li>• Behavior affects relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Cycles in weather</li> <li>• How cycles/patterns bring order to our world</li> <li>• The relationship between cycles and the passage of time</li> </ul>	<ul style="list-style-type: none"> <li>• Ways our imagination helps solve problems.</li> <li>• Ways our imagination helps consider other perspectives</li> <li>• Ways we express our imagination</li> <li>• Importance of imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration of scientific vocabulary</li> <li>• We use our 5 senses to make observations</li> <li>• Ways we explain our findings</li> <li>• Ways attributes are used for sorting</li> </ul>	<ul style="list-style-type: none"> <li>• The role of a learner</li> <li>• The roles and responsibilities of people in their jobs</li> <li>• Groups of people work together</li> </ul>	<ul style="list-style-type: none"> <li>• Vegetation comes in different forms</li> <li>• Humans and animals use vegetation for many purposes</li> <li>• Humans affect vegetational growth</li> </ul>
<b>Subject focus</b>	Reading	Reading, Social Studies, Science	Reading, Science	Reading, Mathematics, Science	Reading, Social Studies	Reading, Science
<b>Key concepts</b>	Perspective, Responsibility, Reflection	Causation, Change	Function, Connection, Perspective	Form, Reflection	Function, Connection, Responsibility	Form, Change, Responsibility
<b>Related concepts</b>	emotions, needs and wants, communication, safety (strangers), cultural differences			Life cycles Food chains How animals move Classifying		
<b>Learning experiences</b>	<b>Learner Profile Items:</b> Communicators, Caring, Risk-takers (Courageous) <b>Attitudes:</b> Appreciation, Cooperation, Empathy, Integrity, Commitment,	<b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Communicators <b>Attitudes:</b> Cooperation, Creativity, Curiosity	<b>Learner Profile Items:</b> Thinkers, Communicators <b>Attitudes:</b> Creativity <b>Research Skills:</b> Formulating Questions	<b>Learner Profile Items:</b> Inquirers, Balanced, Reflective <b>Attitudes:</b> Cooperation <b>Research Skills:</b> Formulating Questions,	<b>Learner Profile Items:</b> Inquirers, Knowledgeable, Communicators, Risk-takers (Courageous) <b>Attitudes:</b> Appreciation, Enthusiasm, Confidence	<b>Learner Profile Items:</b> Communicators, Principled, Reflective <b>Attitudes:</b> Appreciation, Commitment, Respect

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Creativity, Enthusiasm, Respect, Confidence, Curiosity, Independence, Tolerance <b>Self-management Skills:</b> Codes of Behaviour, Informed Choices <b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict <b>Communication Skills:</b> Listening, Speaking, Reading, Writing	<b>Research Skills:</b> Formulating Questions <b>Self-management Skills:</b> Organization <b>Thinking Skills:</b> Synthesis <b>Communication Skills:</b> Listening, Speaking	<b>Communication Skills:</b> Listening, Speaking, Viewing	Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data <b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Analysis, Synthesis <b>Social Skills:</b> Cooperating	<b>Research Skills:</b> Formulating Questions, Observing, Presenting Research <b>Social Skills:</b> Accepting Responsibility <b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal	<b>Research Skills:</b> Formulating Questions, Planning <b>Self-management Skills:</b> Organization, Time Management, Codes of Behaviour, Informed Choices <b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Evaluation <b>Communication Skills:</b> Listening, Speaking, Reading, Writing

Grade 1

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<b>Transdisciplinary Theme</b>	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 civilisations, 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.
<b>Central idea</b>	Families support each other.	Time facilitates change	celebrations honor traditions, people, and events.	People investigate and interact with earth materials.	Relationships build communities.	People influence the survival of living organisms.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>How families are related.</li> <li>Similarities of families.</li> <li>Families spend time together.</li> </ul>	<ul style="list-style-type: none"> <li>The patterns and events in our lives.</li> <li>Recording the passage of time.</li> <li>Reasons why things in our world change.</li> </ul>	<ul style="list-style-type: none"> <li>how people celebrate (function)</li> <li>celebrations have similar and different traditions (perspective)</li> </ul>	<ul style="list-style-type: none"> <li>The properties of rocks.</li> <li>People use earth materials in many ways.</li> <li>Water changes rock.</li> </ul>	<ul style="list-style-type: none"> <li>People can be part of multiple communities.</li> <li>Maps and jobs help organize communities.</li> </ul>	<ul style="list-style-type: none"> <li>Living organisms have physical characteristics that help them survive.</li> <li>Living organisms grow and change</li> <li>People care for living organisms.</li> </ul>
<b>Subject focus</b>	Reading, Social Studies	Social Studies	Social Studies, Music	Science, Visual Arts	Social Studies, Visual Arts, Music	Science, Physical Education
<b>Key concepts</b>	Form, Connection, Reflection	Causation, Change, Reflection	Function, Perspective	Form, Function, Causation	Function, Connection	Form, Change, Responsibility
<b>Related concepts</b>		invention, innovation, future chronology, history	We will explore WHY we celebrate.  Beliefs, opinions, and feelings will all be explored during this unit.			classification, attributes metamorphosis, growth extinction, endangered species
<b>Learning experiences</b>	<b>Learner Profile Items:</b> Communicators, Open-minded, Caring <b>Attitudes:</b> Appreciation, Empathy, Tolerance	<b>Learner Profile Items:</b> Reflective <b>Attitudes:</b> Creativity, Independence <b>Communication Skills:</b> Listening, Speaking,	<b>Learner Profile Items:</b> Knowledgeable, Open-minded <b>Attitudes:</b> Creativity, Enthusiasm	<b>Learner Profile Items:</b> Inquirers, Thinkers <b>Attitudes:</b> Cooperation, Curiosity <b>Research Skills:</b> Formulating Questions,	<b>Learner Profile Items:</b> Principled, Balanced <b>Attitudes:</b> Respect, Confidence <b>Self-management Skills:</b> Gross Motor, Fine Motor,	<b>Learner Profile Items:</b> Caring, Risk-takers (Courageous) <b>Attitudes:</b> Integrity, Commitment

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<p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p>Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition</p>	<p>Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data <b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition</p>	<p>Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices <b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles</p>	<p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p>

## Grade 2

	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
<b>Transdisciplinary Theme</b>	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 civilisations, 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.
<b>Central idea</b>	Choices impact well being.	Interconnectedness of civilizations.	Stories teach the lessons of life.	Natural elements impact living organisms and the environment.	Choices impact society.	Habitats support life
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• Nutrition and healthy bodies</li> <li>• Balanced choices (exercise and nutrition)</li> <li>• Consequences of choices</li> </ul>	<ul style="list-style-type: none"> <li>• The understanding and use of map features to derive information. (function)</li> <li>• Different maps are appropriate for different situations and environments. (form)</li> <li>• Define and organize the environment around you.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish different literary forms, i.e. fables, folktales, fairy tales, legends, myths. (Form)</li> <li>• Interpret the lesson or moral of the story. (Perspective)</li> </ul>	<ul style="list-style-type: none"> <li>• Weather patterns change throughout the year.</li> <li>• Daily lives change based on the weather.</li> <li>• Weather impacts the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• How my actions impact myself.</li> <li>• How my actions impact others.</li> <li>• Profile of what it means to be a responsible community member.</li> <li>• Conflict resolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic needs of plants and animals (form)</li> <li>• Habitats around the world (connection)</li> <li>• How humans can protect habitats (responsibility)</li> </ul>
<b>Subject focus</b>	Reading, Science, Physical Education	Reading, Spanish, Mathematics, Social Studies, Science, Visual Arts, Music	Reading, Visual Arts	Science	Reading, Social Studies	Science
<b>Key concepts</b>	Connection, Responsibility, Reflection	Form, Function, Change	Form, Perspective	Causation, Connection	Connection, Responsibility	Form, Connection, Responsibility
<b>Related concepts</b>	Healthy Lifestyles, Movement	Geography, Regions	Communication	Weather Systems, Geography	Communication, Good Citizenship, Conflict Resolution	Adaptation, Animals
<b>Learning experiences</b>	<b>Learner Profile Items:</b> Balanced, Reflective <b>Attitudes:</b> Commitment, Independence	<b>Learner Profile Items:</b> Inquirers <b>Attitudes:</b> Appreciation, Respect	<b>Learner Profile Items:</b> Communicators, Open-minded <b>Attitudes:</b> Creativity, Enthusiasm	<b>Learner Profile Items:</b> Inquirers, Thinkers <b>Attitudes:</b> Cooperation, Curiosity	<b>Learner Profile Items:</b> Principled, Risk-takers (Courageous) <b>Attitudes:</b> Respect, Tolerance	<b>Learner Profile Items:</b> Knowledgeable, Caring <b>Attitudes:</b> Appreciation, Integrity

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<p><b>Self-management Skills:</b> Healthy Lifestyles, Informed Choices</p>	<p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition</p>	<p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Viewing, Presenting</p>

## Grade 3

	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
<b>Transdisciplinary Theme</b>	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 civilisations, 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.
<b>Central idea</b>	Growth shapes identity.	Exploration advances discovery.	Ideas are organized.	Change is observable.	Groups are interconnected.	Destruction promotes formation.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>Identify the characteristics of a human life-cycle</li> <li>Compare the life cycles of different organisms</li> <li>All life cycles have some similarities</li> </ul>	<ul style="list-style-type: none"> <li>Physical characteristics of a region impact settlement (Form)</li> <li>Establishing a community requires the expertise and cooperation of many individuals. (Connection)</li> </ul>	<ul style="list-style-type: none"> <li>Organization of genres.</li> <li>Writers organize ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Properties of materials are measurable using scientific language and tools.</li> <li>Identify instances of change in the natural world.</li> <li>Explain how matter changes</li> </ul>	<ul style="list-style-type: none"> <li>Groups have a role in commerce (connection)</li> <li>Groups are organized (Function)</li> <li>Individuals balance wants and needs (reflection)</li> </ul>	<ul style="list-style-type: none"> <li>Change is continuous</li> <li>External forces affect change</li> </ul>
<b>Subject focus</b>	Science	Social Studies	Reading	Science	Social Studies	Science
<b>Key concepts</b>	Form, Change, Connection	Form, Connection	Form, Perspective	Form, Causation, Change	Function, Connection, Responsibility	Causation
<b>Related concepts</b>		<p>Continuity and change through time, human and natural environments</p> <p>Continuity and change through time, human and natural environments</p>	Similarities and differences	<p>Students will observe structures, features and of materials.</p> <p>Students will describe the patterns of changes that are observed.</p>		Observation, conservation
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Knowledgeable, Balanced</p> <p><b>Attitudes:</b> Respect, Confidence</p> <p><b>Research Skills:</b> Formulating Questions,</p>	<p><b>Learner Profile Items:</b> Thinkers, Communicators</p> <p><b>Attitudes:</b> Cooperation, Tolerance</p> <p><b>Research Skills:</b> Formulating Questions,</p>	<p><b>Learner Profile Items:</b> Communicators, Risk-takers (Courageous), Reflective</p> <p><b>Attitudes:</b> Appreciation, Creativity</p>	<p><b>Learner Profile Items:</b> Open-minded</p> <p><b>Attitudes:</b> Commitment, Enthusiasm, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions,</p>	<p><b>Learner Profile Items:</b> Inquirers, Principled</p> <p><b>Attitudes:</b> Integrity, Independence</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge,</p>	<p><b>Learner Profile Items:</b> Thinkers, Caring</p> <p><b>Attitudes:</b> Empathy, Respect</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application,</p>

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
Organizing Data, Presenting Research <b>Social Skills:</b> Respecting Others, Group Decision Making	Collecting Data, Recording Data, Organizing Data, Presenting Research <b>Self-management Skills:</b> Organization, Time Management	<b>Communication Skills:</b> Listening, Reading, Writing, Presenting	Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research	Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition	Analysis, Synthesis, Evaluation, Metacognition

Grade 4

	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
<b>Transdisciplinary Theme</b>	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 civilisations, 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.
<b>Central idea</b>	Perspective influences attitudes.	Movement causes change	Creativity enhances self-expression	Humans analyze the natural world	Economic decisions transform the environment and societies.	Adaptations support survival.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• Our attitudes shape our identity.</li> <li>• How our beliefs and values relate to diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for movement.</li> <li>• Effects of movement.</li> <li>• Challenges of movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Forms and styles of expression</li> <li>• Impact of self-expression</li> </ul>	<ul style="list-style-type: none"> <li>• The sun, moon, and Earth’s place in space.</li> <li>• Patterns of movement for the sun and moon across the sky.</li> <li>• Natural objects in the day and night sky.</li> </ul>	<ul style="list-style-type: none"> <li>• Economy and resources cause people to organize themselves in different ways</li> <li>• The decisions of how to use natural resources has an impact on the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• How a living creature adapts to its environment.</li> <li>• Environmental factors affect living creatures.</li> </ul>
<b>Subject focus</b>	Reading, Social Studies	Reading, Social Studies	Reading	Science	Mathematics, Social Studies	Reading, Science
<b>Key concepts</b>	Perspective, Responsibility, Reflection	Causation, Change, Connection	Form, Connection	Change, Connection	Function, Causation, Responsibility	Causation, Change
<b>Related concepts</b>			Related Concepts: oral, written, and visual communication, identity, values			Students will learn through investigations and experiences in Science and through following the research process in Writing.

	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
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Principled, Open-minded</p> <p><b>Attitudes:</b> Empathy, Tolerance</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Reflective</p> <p><b>Attitudes:</b> Empathy, Enthusiasm, Tolerance</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Knowledgeable, Reflective</p> <p><b>Attitudes:</b> Appreciation, Creativity</p> <p><b>Self-management Skills:</b> Organization, Time Management</p> <p><b>Thinking Skills:</b> Application, Evaluation</p> <p><b>Social Skills:</b> Respecting Others</p> <p><b>Communication Skills:</b> Listening, Speaking, Writing</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable</p> <p><b>Attitudes:</b> Appreciation, Curiosity</p> <p><b>Research Skills:</b> Observing, Recording Data, Organizing Data</p> <p><b>Self-management Skills:</b> Time Management</p>	<p><b>Learner Profile Items:</b> Knowledgeable, Thinkers</p> <p><b>Attitudes:</b> Commitment, Respect, Independence</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles</p>	<p><b>Learner Profile Items:</b> Inquirers, Thinkers</p> <p><b>Attitudes:</b> Cooperation, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>

## Grade 5

	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
<b>Transdisciplinary Theme</b>	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 civilisations, 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.
<b>Central idea</b>	Life requires systems.	Regions reflect geography, history, and culture.	Various forms of expression can inspire others.	Mixtures of matter can be separated.	Organizational systems promote the structure and function within the community.	Forces impact systems.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• Human body systems</li> <li>• cells</li> <li>• Values and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• How regions are connected to other parts of the world.</li> <li>• How regions have changed and are changing.</li> </ul>	<ul style="list-style-type: none"> <li>• Words inspire others</li> <li>• People convey important ideas, beliefs, values, passions, and feelings.</li> <li>• People show voice in their expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Chemical Reactions</li> <li>• Separating Mixtures</li> <li>• Separating Solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Values that influence governing systems and how those values help communities function.</li> <li>• Types of governance.</li> <li>• Citizen roles, rights, and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Water conservaton (Standard 3)</li> <li>• How water cycles around our earth (Standard 3)</li> <li>• The importance of water (standard 2)</li> <li>• Earth's changing surface (Standard 3) more on this in inquiry)</li> </ul>
<b>Subject focus</b>	Science	Social Studies	Reading, Spanish, Visual Arts, Music	Mathematics, Science	Social Studies	Social Studies, Science
<b>Key concepts</b>	Form, Function, Causation, Change, Connection, Perspective, Responsibility, Reflection	Causation, Connection	Perspective, Reflection	Causation, Change	Form, Function, Perspective	Causation, Change, Responsibility
<b>Related concepts</b>						
<b>Learning experiences</b>	<b>Learner Profile Items:</b> Open-minded, Caring, Balanced, Reflective	<b>Learner Profile Items:</b> Inquirers, Communicators <b>Attitudes:</b> Cooperation, Curiosity	<b>Learner Profile Items:</b> Inquirers, Communicators, Reflective <b>Attitudes:</b> Appreciation, Creativity, Confidence	<b>Learner Profile Items:</b> Thinkers, Risk-takers (Courageous) <b>Attitudes:</b> Cooperation, Enthusiasm, Curiosity	<b>Learner Profile Items:</b> Knowledgeable, Thinkers <b>Attitudes:</b> Respect <b>Research Skills:</b> Formulating Questions,	<b>Learner Profile Items:</b> Inquirers, Principled <b>Attitudes:</b> Appreciation, Empathy, Integrity

## Who we are

**Attitudes:** Commitment, Creativity, Confidence, Independence  
**Self-management Skills:** Healthy Lifestyles, Informed Choices  
**Thinking Skills:** Application  
**Social Skills:** Accepting Responsibility

## Where we are in place and time

**Research Skills:** Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research  
**Self-management Skills:** Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices

## How we express ourselves

**Self-management Skills:** Organization, Time Management  
**Thinking Skills:** Comprehension, Evaluation  
**Communication Skills:** Reading, Writing, Non-verbal, Viewing, Presenting

## How the world works

**Research Skills:** Collecting Data  
**Self-management Skills:** Time Management  
**Thinking Skills:** Evaluation  
**Social Skills:** Cooperating  
**Communication Skills:** Presenting

## How we organize ourselves

Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research  
**Self-management Skills:** Organization  
**Thinking Skills:** Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition  
**Social Skills:** Respecting Others  
**Communication Skills:** Listening, Speaking, Reading, Writing

## Sharing the planet

**Self-management Skills:** Organization, Time Management  
**Social Skills:** Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making