

Programme of Inquiry 2023-2024

	Where We Are In Place and Time <i>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.</i>	How We Organize Ourselves <i>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.</i>	Who We Are <i>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.</i>	How the World Works <i>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.</i>	Sharing the Planet <i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and relationship within and between them; access to equal opportunities; peace and conflict resolution.</i>	How We Express Ourselves <i>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.</i>
ECE (4-5yo)		Central Idea: A building's purpose, design, and location supports the community. Lines of Inquiry: <ul style="list-style-type: none"> * The location and design of buildings in our community (connection) * The tools and materials needed to build buildings (form) * People build a variety of structures for various reasons (function) Key Concepts: form, connection, function Related Concepts: community, design Learner Profile: Reflective, Open-Minded Approaches to Learning: Self-Management, Research Skills Months Taught: October-December	Central Idea: Our clothing is a representation of our role in the community, our culture, and our beliefs Lines of Inquiry: <ul style="list-style-type: none"> * Different types of clothing (form) * How clothing is made (function) * The purpose of special clothing (connection) Key Concepts: function, form, connection Related Concepts: choice, sorting, expression, patterns Learner Profile: Knowledgeable, Reflective Approaches to Learning: Social Skills, Self-Management Months Taught: February-April	Central Idea: Plants play a role in our natural and man-made worlds Lines of Inquiry: <ul style="list-style-type: none"> * Characteristics of plants (form) * The use of plants by people and animals (function) * How plants change over time (change) Key Concepts: form, function, change Related Concepts: growth Learner Profile: Thinker, Communicator Approaches to Learning: Thinking Skills, Research Skills Months Taught: September-December		Central Idea: Understanding emotions helps us respond to the feelings of ourselves and others. Lines of Inquiry: <ul style="list-style-type: none"> * How we can recognize different emotions (form) * What causes different emotions (causation) * How we respond to our emotions and other's emotions (responsibility, connection) Key Concepts: form, causation, responsibility, connection Related Concepts: emotions, linguistic and nonlinguistic forms of communication, senses Learner Profile: Communicator, Caring Approaches to Learning: Social Skills, Communication Skills Months Taught: Year-long
Kindergarten (5-6yo)	Central Idea: Time is a part of every story	Central Idea: The choices we make affect the community	Central Idea: Our strengths contribute to our community	Central Idea: Different locations on Earth experience different	Central Idea: Humans make choices that impact other living things	Central Idea: Creativity is a means of self-expression

Programme of Inquiry 2023-2024

	<p>Lines of Inquiry: * Keeping track of time (function)</p> <p>*How we share what happens over time with others (form)</p> <p>* Knowing about the past helps us prepare for the future (connection)</p> <p>Key Concepts: connection, function, change</p> <p>Related Concepts: time, patterns, memory, tradition</p> <p>Learner Profile: Reflective, Communicator, Thinker</p> <p>Approaches to Learning: Thinking Skills, Research Skills</p> <p>Months taught: Feb/March</p>	<p>around us</p> <p>Lines of Inquiry: *Characteristics of a school (form)</p> <p>* Different roles in a community (function)</p> <p>* How we solve problems (responsibility)</p> <p>Key Concepts: function, responsibility, form</p> <p>Related Concepts: community, conflict, relationship</p> <p>Learner Profile: Principled, Communicator, Caring</p> <p>Approaches to Learning: Social Skills, Communication Skills, Self-Management Skills</p> <p>Months taught: August/September</p>	<p>Lines of Inquiry: * How we are all different (perspective) * How we can work together (function) * How our differences make our community stronger (causation)</p> <p>Key Concepts: perspective, function, causation</p> <p>Related Concepts: cooperation, growth, culture, identity</p> <p>Learner Profile: Open-Minded, Risk-Taker/Courageous, Reflective</p> <p>Approaches to Learning: Social Skills, Communication Skills</p> <p>Months taught: October/November</p>	<p>weather</p> <p>Lines of Inquiry: * How the sun's light warms the earth's surface (causation) * How energy from the sun can be measured (function) * How we can predict and prepare for severe weather (connection)</p> <p>Key Concepts: causation, function, connection</p> <p>Related Concepts: patterns, energy, cycles</p> <p>Learner Profile: Knowledgeable, Thinker, Inquirer</p> <p>Approaches to Learning: Thinking Skills, Research Skills</p> <p>Months taught: Mid November- January</p>	<p>Lines of Inquiry: * Different kinds of plants and animals that live in one place (form) * What causes things to live and grow (causation) * How we can make choices that help other living things (responsibility)</p> <p>Key Concepts: form, causation, responsibility</p> <p>Related Concepts: habitats, survival, resources, solutions</p> <p>Learner Profile: Thinker, Principled, Balanced</p> <p>Approaches to Learning: Self-Management Skills, Thinking Skills</p> <p>Months taught: April /May</p>	<p>Lines of Inquiry: * How we use music to express ourselves (form) *How we express ourselves in a second language (connection) * How we express emotion through movement (perspective)</p> <p>Key Concepts: form, connection, perspective</p> <p>Related Concepts: flexibility, self-regulation, flow</p> <p>Learner Profile: Communicator, Caring, Reflective</p> <p>Approaches to Learning: Thinking Skills, Social Skills, Self-Management Skills</p> <p>Months taught: Sept - May</p>
First Grade (6-7yo)	<p>Central Idea: Humans are impacted by the natural world and their beliefs and understanding about it.</p> <p>Lines of Inquiry: * How day and night patterns on Earth are impacted by the Sun (causation)</p> <p>*How cultural beliefs impact views of natural phenomenon (perspective)</p> <p>* How scientists help us understand our place in the natural world (function)</p> <p>Key Concepts: causation, perspective, function</p> <p>Related Concepts:</p>	<p>Central Idea: Communities are influenced by their environment</p> <p>Lines of Inquiry: * How we represent locations on Earth (form)</p> <p>* How communities live differently based on their natural environment (perspective)</p> <p>* How people serve different roles in their community (change)</p> <p>Key Concepts: form, perspective, change</p> <p>Related Concepts: climate, transformation, impact, location</p>	<p>Central Idea: We are unique individuals who learn and grow through our actions</p> <p>Lines of Inquiry: * Setting & reflecting on goals (form) * How structures have unique forms (form) * How choices define who we are (connection)</p> <p>Key Concepts: Form, Connection</p> <p>Related Concepts: relationships, systems, culture, patterns</p> <p>Learner Profile: Thinker, Caring</p> <p>Approaches to Learning:</p>	<p>Central Idea: The natural world influences life on Earth</p> <p>Lines of Inquiry: * Structures and patterns in the natural world (form) * How things change (change) * How communities form based on their natural environment (function)</p> <p>Key Concepts: form, change, function</p> <p>Related Concepts: structures, growth, cycles, compare, contrast, patterns, systems</p> <p>Learner Profile: Reflective, Balanced</p> <p>Approaches to Learning:</p>	<p>Central Idea: Taking action is a way to pursue our rights and responsibilities</p> <p>Lines of Inquiry: * Rights and responsibilities (responsibility) * How we make informed choices (causation) * Change-makers (change)</p> <p>Key Concepts: causation, responsibility, change</p> <p>Related Concepts: conflict, citizenship, values, resolution</p> <p>Learner Profile: Principled, Risk-Taker</p> <p>Approaches to Learning: Self-Management Skills: Thinking Skills:</p>	<p>Central Idea: Humans express their cultural beliefs through symbols and storytelling</p> <p>Lines of Inquiry: *How humans use communication to express themselves (form) * How humans build structures that express their beliefs (function) * How humans use storytelling to convey cultural beliefs (causation)</p> <p>Key Concepts: form, function, causation</p> <p>Related Concepts: communication, culture, storytelling</p> <p>Learner Profile: Risk-Taker, Communicator</p>

Programme of Inquiry 2023-2024

	<p>patterns, impact, place, time</p> <p>Learner Profile: Knowledgeable, Inquirer</p> <p>Approaches to Learning: Thinking Skills Research Skills Communication Skills</p> <p>Months taught: February/March</p>	<p>Learner Profile: Open-Minded, Principled</p> <p>Approaches to Learning: Social Skills Communication Skills</p> <p>Months taught: November/December</p>	<p>Self-Management Skills Communication Skills Social Skills</p> <p>Months taught: August/September</p>	<p>Thinking Skills Research Skills</p> <p>Months taught: September/October</p>	<p>Communication Skills</p> <p>Months taught: April-May</p>	<p>Approaches to Learning: Communication Skills, Social Skills, Research Skills</p> <p>Months taught: January</p>
Second Grade (7-8yo)	<p>Central Idea: Humans migrate in response to challenges and opportunities</p> <p>Lines of Inquiry: *Why people immigrate (causation) *How certain regions are more popular for immigrants (perspective) *How people become citizens (form)</p> <p>Key Concepts: causation, perspective, form</p> <p>Related Concepts: citizenship, immigration, customs</p> <p>Learner Profile: Reflective, Communicator</p> <p>Approaches to Learning: Communication Skills, Research Skills</p> <p>Months taught: April</p>	<p>Central Idea: Communities organize themselves differently based on cultural beliefs and geographic landscapes</p> <p>Lines of Inquiry: * How geographic features impact daily life and cultural beliefs (causation) *How the actions and beliefs of people in the past impact people in the present (connection) * How the availability of natural resources has impacted humans throughout time (causation)</p> <p>Key Concepts: connection, causation</p> <p>Related Concepts: structure, organization, impact</p> <p>Learner Profile: Knowledgeable, Inquirer</p> <p>Approaches to Learning: Thinking Skills Communication Skills</p> <p>Months taught: October/November</p>	<p>Central Idea: Communities work together to meet common needs and wants</p> <p>Lines of Inquiry: * The needs and wants within a community (function) *How people are connected by their roles and needs (connection) *The choices we make due to needs and wants (responsibility)</p> <p>Key Concepts: function, connection, responsibility</p> <p>Related Concepts: community, citizenship, culture</p> <p>Learner Profile: Balanced, Principled, Caring</p> <p>Approaches to Learning: Communication Skills Self-Management Skills</p> <p>Months taught: August/September</p>	<p>Central Idea: Natural cycles make life on Earth possible</p> <p>Lines of Inquiry: *Day and night cycles (form) * Life cycles of plants and insects (form) * The water cycle (form) * The interdependence of plants and animals (connection)</p> <p>Key Concepts: form, connection</p> <p>Related Concepts: Cycles, systems, balance, causation</p> <p>Learner Profile: Thinker, Knowledgeable</p> <p>Approaches to Learning: Research Skills Thinking Skills Social Skills</p> <p>Months taught: January/February</p>	<p>Central Idea: Innovations help humans meet their needs</p> <p>Lines of Inquiry: * How innovation changes daily life and society (change) *How innovation can meet societal needs (function) * The characteristics of creators (responsibility)</p> <p>Key Concepts: function, responsibility, change</p> <p>Related Concepts: opportunities, challenges</p> <p>Learner Profile: Inquirer Risk-Taker</p> <p>Approaches to Learning: Self Management Skills Research Skills Communication Skills Thinking Skills</p> <p>Months taught: November-January</p>	<p>Central Idea: People can take action by expressing themselves in different ways.</p> <p>Lines of Inquiry: *How influential people can change people's minds (change) *Changemakers for civil rights (causation) * How changemakers express themselves in different ways (perspective)</p> <p>Key Concepts: change, causation, perspective</p> <p>Related Concepts: Communication, influence, expression</p> <p>Learner Profile: Open-Minded, Thinker</p> <p>Approaches to Learning: Social Skills Communication Skills</p> <p>Months taught: April/May</p>

Programme of Inquiry 2023-2024

<p>Third Grade (8-9yo)</p>	<p>Central Idea: Literature teaches us about ourselves and others throughout time</p> <p>Lines of Inquiry: * How societal beliefs are demonstrated through character behaviors. (form) * How characters portray varies identities. (form) * How we can demonstrate our point of view through writing. (perspective)</p> <p>Key Concepts: form, perspective</p> <p>Related Concepts: origins, society, literacy</p> <p>Learner Profile: Reflective, Thinker</p> <p>Approaches to Learning: Communication Skills Social Skills</p> <p>Months taught: August/September</p>	<p>Central Idea: Humans are part of a global community</p> <p>Lines of Inquiry: * How to act as global citizens (responsibility) * How cultural traditions can be passed on through time and movement (form) * The connections between geography and culture (connection)</p> <p>Key Concepts: form, connection, responsibility</p> <p>Related Concepts: impact, systems, structure</p> <p>Learner Profile: Open-Minded, Inquirers</p> <p>Approaches to Learning: Thinking Skills Communication Skills</p> <p>Months taught: September/October</p>	<p>Central Idea: Cultural identities are shaped by challenges and opportunities</p> <p>Lines of Inquiry: *Why people immigrate and its impact on others (causation) * Elements of cultural identity (form) * The effects of multiculturalism (perspective)</p> <p>Key Concepts: causation, form, perspective</p> <p>Related Concepts: identity, relationships, culture, beliefs, interaction</p> <p>Learner Profile: Knowledgeable, Communicators</p> <p>Approaches to Learning: Research Skills Thinking Skills</p> <p>Months taught: November/December</p>	<p>Central Idea: Scientific evidence teaches us about the world around us</p> <p>Lines of Inquiry: *How scientific data can teach us about our world (function) *Cause and effect (causation) *How to gather evidence in a scientific way (function)</p> <p>Key Concepts: function, causation</p> <p>Related Concepts: structure, survival, traits</p> <p>Learner Profile: Inquirer, Thinker</p> <p>Approaches to Learning: Research Skills Thinking Skills</p> <p>Months taught: January</p>	<p>Central Idea: Living things are influenced by and can impact their environment.</p> <p>Lines of Inquiry: * How humans change their ways of life as their environment changes (change) * How changes to the environment can be natural or human caused (causation) * How we can take action to protect our environment (responsibility)</p> <p>Key Concepts: responsibility, change, causation</p> <p>Related Concepts: values, initiative, systems, relationships, consequences, impact</p> <p>Learner Profile: Balanced, Thinker, Caring</p> <p>Approaches to Learning: Thinking Skills, Communication Skills</p> <p>Months taught: April/May</p>	<p>Central Idea: Expressing our beliefs is a way to create change</p> <p>Lines of Inquiry: *Rights and responsibilities of citizens (responsibility) *Ways people exercise their rights and responsibilities (perspective) *How working for equality and justice helps everyone (causation)</p> <p>Key Concepts: responsibility, perspective, causation</p> <p>Related Concepts: expression, transformation, influence</p> <p>Learner Profile: Open-Minded, Risk-Taker, Principled</p> <p>Approaches to Learning: Social Skills Communication Skills Self-Management Skills</p> <p>Months taught: February/March</p>
<p>Fourth Grade (9-10yo)</p>	<p>Central Idea: Past events influence the earth and its people</p> <p>Lines of Inquiry: *How resources and environmental factors impact human decision-making (perspective) *How historical events inform current circumstances (causation) *How our current</p>	<p>Central Idea: The choices we make affect us and others in our community</p> <p>Lines of Inquiry: *How choices are impacted by cultural norms (perspective) *How we make economic choices (responsibility) *How obstacles impact the choices we make (causation)</p>	<p>Central Idea: A person's identity has many influences</p> <p>Lines of Inquiry: *The reciprocal relationship between experience and change (change) *How people find and use inspiration (causation) *How reflecting builds understanding of self and others (reflection)</p>	<p>Central Idea: Scientists understand the world through observations and measurements.</p> <p>Lines of Inquiry: *how observing animal behaviors help scientists understand their survival mechanisms (function) *How observing and measuring rock formations teach scientists about the past (connection)</p>	<p>Central Idea: Limited resources require creativity and collaboration</p> <p>Lines of Inquiry: *How living beings play a role in their living community and ecosystem (responsibility) *How our actions can change our environment and community (change) *How we use differing perspectives to create compromise and generate</p>	<p>Central Idea: Language is a way to express ideas, perspectives, and values</p> <p>Lines of Inquiry: *The characteristics of people's cultures and values (form) *How culture and values inform perspective (Perspective) *How inspiration informs choices (Causation)</p>

Programme of Inquiry 2023-2024

	<p>opportunities and freedoms are influenced by past conflicts (change)</p> <p>Key Concepts: change, causation, perspective</p> <p>Related Concepts: conflict, social justice, systems of power, natural resources, migration</p> <p>Learner Profile: Knowledgeable, Inquirer</p> <p>Approaches to Learning: Research Skills Thinking Skills</p> <p>Months taught: February/March</p>	<p>Key Concepts: perspective, responsibility, causation</p> <p>Related Concepts: Systems, prejudice, rights, justice, goods, services, influence</p> <p>Learner Profile: Reflective, Open-Minded, Principled</p> <p>Approaches to Learning: Social Skills, Communication Skills</p> <p>Months taught: April/May</p>	<p>Key Concepts: change, causation, reflection</p> <p>Related Concepts: character, diversity, race/ethnicity, gender, beliefs, values</p> <p>Learner Profile: Caring, Inquirer</p> <p>Approaches to Learning: Social Skills Self-Management Skills</p> <p>Months taught: Year- long</p>	<p>* How scientists use evidence to support their claims (connection)</p> <p>Key Concepts: function, connection</p> <p>Related Concepts: systems, adaptation, environment</p> <p>Learner Profile: Knowledgeable, Inquirer</p> <p>Approaches to Learning: Research Skills Communication Skills</p> <p>Months taught: October/November</p>	<p>solutions (perspective)</p> <p>Key Concepts: change, perspective, responsibility</p> <p>Related Concepts: natural resources, sustainability, energy and systems, economic + social impact</p> <p>Learner Profile: Balanced, Reflective</p> <p>Approaches to Learning: Research Skills, Self-Management Skills</p> <p>Months taught: January/February</p>	<p>Key Concepts: form, perspective, causation</p> <p>Related Concepts: creation, audience, perspective, opinion, language, interpretation</p> <p>Learner Profile: Thinker, Risk-Taker, Communicator</p> <p>Approaches to Learning: Social Skills Communication Skills</p> <p>Months taught: August/September</p>
Fifth Grade (10-11yo)	<p>Central Idea: Indigenous communities influence land in the past and present</p> <p>Lines of Inquiry: *the history of Native American cultures (form)</p> <p>* Storytelling and artifacts as historical sources (function)</p> <p>* How we can honor the cultural heritage of our land (responsibility)</p> <p>Key Concepts: form, responsibility, function</p> <p>Related Concepts: origins, tradition, society, time</p> <p>Learner Profile: Open-Minded Knowledgeable Caring</p> <p>Approaches to Learning: Social Skills, Thinking Skills</p>	<p>Central Idea: Cross-cultural interactions shape both past and present</p> <p>Lines of Inquiry: *Why people migrate (causation)</p> <p>*How cooperation and conflict affect the survival of a community (connection)</p> <p>*How social structures impact people in different ways (function)</p> <p>Key Concepts: responsibility, function, form</p> <p>Related Concepts: social structures, migration</p> <p>Learner Profile: Inquirer, Thinker Communicator, Principled</p> <p>Approaches to Learning: Thinking Skills, Research Skills</p>	<p>Central Idea: We are important citizens in the global community</p> <p>Lines of Inquiry: *Rights and responsibilities (responsibility)</p> <p>*How government documents preserve or deter freedom for different groups of people (function)</p> <p>*Protections and limitations on freedom (form)</p> <p>Key Concepts: form, function, perspective</p> <p>Related Concepts: Freedom, relationships, beliefs, values, interaction</p> <p>Learner Profile: Communicator, Principled</p> <p>Approaches to Learning: Social Skills, Self-Management Skills</p> <p>Months taught:</p>	<p>Central Idea: Matter exists in different states and can be changed</p> <p>Lines of Inquiry: *The properties of matter (form) *The relationship of energy and matter (causation) *Mixtures of matter (change)</p> <p>Key Concepts: form, causation, change</p> <p>Related Concepts: energy, matter</p> <p>Learner Profile: Knowledgeable, Thinker</p> <p>Approaches to Learning: Research Skills, Thinking Skills</p> <p>Months taught: January</p>	<p>Central Idea: Communities are impacted by the use of resources (students create their own central ideas based on their topic)</p> <p>Lines of Inquiry: * student created (exhibition)</p> <p>Key Concepts: *student created</p> <p>Related Concepts: *student created</p> <p>Learner Profile: *student created</p> <p>Approaches to Learning: *student created</p> <p>Months taught: year-long</p>	<p>Central Idea: Humans express their individuality and uniqueness in different ways</p> <p>Lines of Inquiry: *How restricting people's freedoms impacts their ability to express themselves (causation)</p> <p>*How people change based on experiences and events (change)</p> <p>*How people's ability to express themselves demonstrates their uniqueness (function)</p> <p>Key Concepts: causation, change, function</p> <p>Related Concepts: individuality, community, expression</p> <p>Learner Profile: Open-Minded, Reflective</p> <p>Approaches to Learning:</p>

Programme of Inquiry 2023-2024

	Months taught: October-December	Months taught: February-April	August/September			Thinking Skills, Communication Skills Months taught: April/May
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