

# Programme of Inquiry 2023-2024

	<b>Where We Are In Place and Time</b> <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>	<b>How We Organize Ourselves</b> <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>	<b>Who We Are</b> <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>	<b>How the World Works</b> <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>	<b>Sharing the Planet</b> <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>	<b>How We Express Ourselves</b> <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)		<b>Central Idea:</b> A building's purpose, design, and location supports the community.  <b>Lines of Inquiry:</b> * 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)  <b>Key Concepts:</b> form, connection, function  <b>Related Concepts:</b> community, design  <b>Learner Profile:</b> Reflective, Open-Minded  <b>Approaches to Learning:</b> Self-Management, Research Skills  <b>Months Taught:</b> October-December	<b>Central Idea:</b> Our clothing is a representation of our role in the community, our culture, and our beliefs  <b>Lines of Inquiry:</b> * Different types of clothing (form) * How clothing is made (function) * The purpose of special clothing (connection)  <b>Key Concepts:</b> function, form, connection  <b>Related Concepts:</b> choice, sorting, expression, patterns  <b>Learner Profile:</b> Knowledgeable, Reflective  <b>Approaches to Learning:</b> Social Skills, Self-Management  <b>Months Taught:</b> February-April	<b>Central Idea:</b> Plants play a role in our natural and man-made worlds  <b>Lines of Inquiry:</b> * Characteristics of plants (form) * The use of plants by people and animals (function) * How plants change over time (change)  <b>Key Concepts:</b> form, function, change  <b>Related Concepts:</b> growth  <b>Learner Profile:</b> Thinker, Communicator  <b>Approaches to Learning:</b> Thinking Skills, Research Skills  <b>Months Taught:</b> September-December		<b>Central Idea:</b> Understanding emotions helps us respond to the feelings of ourselves and others.  <b>Lines of Inquiry:</b> * How we can recognize different emotions (form) * What causes different emotions (causation) * How we respond to our emotions and other's emotions (responsibility, connection)  <b>Key Concepts:</b> form, causation, responsibility, connection  <b>Related Concepts:</b> emotions, linguistic and nonlinguistic forms of communication, senses  <b>Learner Profile:</b> Communicator, Caring  <b>Approaches to Learning:</b> Social Skills, Communication Skills  <b>Months Taught:</b> Year-long
Kindergarten (5-6yo)	<b>Central Idea:</b>	<b>Central Idea:</b> The choices we make affect the community	<b>Central Idea:</b> Our strengths contribute to our community	<b>Central Idea:</b> Objects are impacted by	<b>Central Idea:</b> Humans make choices that impact other living things	<b>Central Idea:</b> Creativity is a means of self-expression

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	<p>Humans have diverse cultures and traditions but share common needs</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* Native American tribes in the past and present (form)</li> <li>* The needs of all humans (connection)</li> <li>* How traditions are kept alive (responsibility)</li> </ul> <p><b>Key Concepts:</b> form, connection, responsibility</p> <p><b>Related Concepts:</b> tribes, native, traditions, diversity</p> <p><b>Learner Profile:</b> Reflective, Communicator, Thinker</p> <p><b>Approaches to Learning:</b> Thinking Skills, Research Skills</p> <p><b>Months taught:</b> Mid-January-February</p>	<p>around us</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* Characteristics of a school (form)</li> <li>* Different roles in a community (function)</li> <li>* How we solve problems (responsibility)</li> </ul> <p><b>Key Concepts:</b> function, responsibility, form</p> <p><b>Related Concepts:</b> community, conflict, relationship</p> <p><b>Learner Profile:</b> Principled, Communicator, Caring</p> <p><b>Approaches to Learning:</b> Social Skills, Communication Skills, Self-Management Skills</p> <p><b>Months taught:</b> August/September</p>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* How we are all different (perspective)</li> <li>* How we can work together (function)</li> <li>* How our differences make our community stronger (causation)</li> </ul> <p><b>Key Concepts:</b> perspective, function, causation</p> <p><b>Related Concepts:</b> cooperation, growth, culture, identity</p> <p><b>Learner Profile:</b> Open-Minded, Risk-Taker/Courageous, Reflective</p> <p><b>Approaches to Learning:</b> Social Skills, Communication Skills</p> <p><b>Months taught:</b> October/November/December</p>	<p>forces</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* How we can impact an object's movement (causation)</li> <li>* How we can predict patterns in movement (function)</li> <li>* How we can see evidence of force on objects (connection)</li> </ul> <p><b>Key Concepts:</b> causation, function, connection</p> <p><b>Related Concepts:</b> force, energy, motion</p> <p><b>Learner Profile:</b> Knowledgeable, Thinker, Inquirer</p> <p><b>Approaches to Learning:</b> Thinking Skills, Research Skills</p> <p><b>Months taught:</b> January</p>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* Different kinds of plants and animals that live in one place (form)</li> <li>* What causes things to live and grow (causation)</li> <li>* How we can make choices that help other living things (responsibility)</li> </ul> <p><b>Key Concepts:</b> form, causation, responsibility</p> <p><b>Related Concepts:</b> habitats, survival, resources, solutions</p> <p><b>Learner Profile:</b> Thinker, Principled, Balanced</p> <p><b>Approaches to Learning:</b> Self-Management Skills, Thinking Skills</p> <p><b>Months taught:</b> April /May</p>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* How we use music to express ourselves (form)</li> <li>* How we express ourselves in a second language (connection)</li> <li>* How we express emotion through movement (perspective)</li> </ul> <p><b>Key Concepts:</b> form, connection, perspective</p> <p><b>Related Concepts:</b> flexibility, self-regulation, flow</p> <p><b>Learner Profile:</b> Communicator, Caring, Reflective</p> <p><b>Approaches to Learning:</b> Thinking Skills, Social Skills, Self-Management Skills</p> <p><b>Months taught:</b> Sept - May</p>
First Grade (6-7yo)	<p><b>Central Idea:</b> Humans are impacted by the natural world and their beliefs and understanding about it.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* How day and night patterns on Earth are impacted by the Sun (causation)</li> <li>* How cultural beliefs impact views of natural phenomenon (perspective)</li> <li>* How scientists help us understand our place in the natural world (function)</li> </ul> <p><b>Key Concepts:</b> causation, perspective, function</p> <p><b>Related Concepts:</b></p>	<p><b>Central Idea:</b> Communities are influenced by their environment</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* How we represent locations on Earth (form)</li> <li>* How communities live differently based on their natural environment (perspective)</li> <li>* How people serve different roles in their community (change)</li> </ul> <p><b>Key Concepts:</b> form, perspective, change</p> <p><b>Related Concepts:</b> climate, transformation, impact, location</p>	<p><b>Central Idea:</b> We are unique individuals who learn and grow through our actions</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* Setting &amp; reflecting on goals (form)</li> <li>* How structures have unique forms (form)</li> <li>* How choices define who we are (connection)</li> </ul> <p><b>Key Concepts:</b> Form, Connection</p> <p><b>Related Concepts:</b> relationships, systems, culture, patterns</p> <p><b>Learner Profile:</b> Thinker, Caring</p> <p><b>Approaches to Learning:</b></p>	<p><b>Central Idea:</b> The natural world influences life on Earth</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* Structures and patterns in the natural world (form)</li> <li>* How things change (change)</li> <li>* How communities form based on their natural environment (function)</li> </ul> <p><b>Key Concepts:</b> form, change, function</p> <p><b>Related Concepts:</b> structures, growth, cycles, compare, contrast, patterns, systems</p> <p><b>Learner Profile:</b> Reflective, Balanced</p>	<p><b>Central Idea:</b> Taking action is a way to pursue our rights and responsibilities</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* Rights and responsibilities (responsibility)</li> <li>* How we make informed choices (causation)</li> <li>* Change-makers (change)</li> </ul> <p><b>Key Concepts:</b> causation, responsibility, change</p> <p><b>Related Concepts:</b> conflict, citizenship, values, resolution</p> <p><b>Learner Profile:</b> Principled, Risk-Taker</p> <p><b>Approaches to Learning:</b> Self-Management Skills:</p>	<p><b>Central Idea:</b> Humans express their cultural beliefs through symbols and storytelling</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* How humans use communication to express themselves (form)</li> <li>* How humans build structures that express their beliefs (function)</li> <li>* How humans use storytelling to convey cultural beliefs (causation)</li> </ul> <p><b>Key Concepts:</b> form, function, causation</p> <p><b>Related Concepts:</b> communication, culture, storytelling</p> <p><b>Learner Profile:</b> Risk-Taker, Communicator</p>

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

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<p>(8-9yo)</p>	<p>Literature teaches us about ourselves and others throughout time</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* How societal beliefs are demonstrated through character behaviors. (form)</li> <li>* How characters portray varies identities. (form)</li> <li>* How we can demonstrate our point of view through writing. (perspective)</li> </ul> <p><b>Key Concepts:</b> form, perspective</p> <p><b>Related Concepts:</b> origins, society, literacy</p> <p><b>Learner Profile:</b> Reflective, Thinker</p> <p><b>Approaches to Learning:</b> Communication Skills Social Skills</p> <p><b>Months taught:</b> August/September</p>	<p>global community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* How to act as global citizens (responsibility)</li> <li>* How cultural traditions can be passed on through time and movement (form)</li> <li>* The connections between geography and culture (connection)</li> </ul> <p><b>Key Concepts:</b> form, connection, responsibility</p> <p><b>Related Concepts:</b> impact, systems, structure</p> <p><b>Learner Profile:</b> Open-Minded, Inquirers</p> <p><b>Approaches to Learning:</b> Thinking Skills Communication Skills</p> <p><b>Months taught:</b> September/October</p>	<p>Cultural identities are shaped by challenges and opportunities</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Why people immigrate and its impact on others (causation)</li> <li>* Elements of cultural identity (form)</li> <li>* The effects of multiculturalism (perspective)</li> </ul> <p><b>Key Concepts:</b> causation, form, perspective</p> <p><b>Related Concepts:</b> identity, relationships, culture, beliefs, interaction</p> <p><b>Learner Profile:</b> Knowledgeable, Communicators</p> <p><b>Approaches to Learning:</b> Research Skills Thinking Skills</p> <p><b>Months taught:</b> November/December</p>	<p>Scientific evidence teaches us about the world around us</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*How scientific data can teach us about our world (function)</li> <li>*Cause and effect (causation)</li> <li>*How to gather evidence in a scientific way (function)</li> </ul> <p><b>Key Concepts:</b> function, causation</p> <p><b>Related Concepts:</b> structure, survival, traits</p> <p><b>Learner Profile:</b> Inquirer, Thinker</p> <p><b>Approaches to Learning:</b> Research Skills Thinking Skills</p> <p><b>Months taught:</b> January</p>	<p>Living things are influenced by and can impact their environment.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* How humans change their ways of life as their environment changes (change)</li> <li>* How changes to the environment can be natural or human caused (causation)</li> <li>* How we can take action to protect our environment (responsibility)</li> </ul> <p><b>Key Concepts:</b> responsibility, change, causation</p> <p><b>Related Concepts:</b> values, initiative, systems, relationships, consequences, impact</p> <p><b>Learner Profile:</b> Balanced, Thinker, Caring</p> <p><b>Approaches to Learning:</b> Thinking Skills, Communication Skills</p> <p><b>Months taught:</b> April/May</p>	<p>Expressing our beliefs is a way to create change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Rights and responsibilities of citizens (responsibility)</li> <li>*Ways people exercise their rights and responsibilities (perspective)</li> <li>*How working for equality and justice helps everyone (causation)</li> </ul> <p><b>Key Concepts:</b> responsibility, perspective, causation</p> <p><b>Related Concepts:</b> expression, transformation, influence</p> <p><b>Learner Profile:</b> Open-Minded, Risk-Taker, Principled</p> <p><b>Approaches to Learning:</b> Social Skills Communication Skills Self-Management Skills</p> <p><b>Months taught:</b> February/March</p>
<p>Fourth Grade (9-10yo)</p>	<p><b>Central Idea:</b> Past events influence the earth and its people</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*How resources and environmental factors impact human decision-making (perspective)</li> <li>*How historical events inform current circumstances (causation)</li> <li>*How our current opportunities and freedoms</li> </ul>	<p><b>Central Idea:</b> The choices we make affect us and others in our community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*How choices are impacted by cultural norms (perspective)</li> <li>*How we make economic choices (responsibility)</li> <li>*How obstacles impact the choices we make (causation)</li> </ul> <p><b>Key Concepts:</b></p>	<p><b>Central Idea:</b> A person's identity has many influences</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*The reciprocal relationship between experience and change (change)</li> <li>*How people find and use inspiration (causation)</li> <li>*How reflecting builds understanding of self and others (reflection)</li> </ul> <p><b>Key Concepts:</b></p>	<p><b>Central Idea:</b> Scientists understand the world through observations and measurements.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*how observing animal behaviors help scientists understand their survival mechanisms (function)</li> <li>*How observing and measuring rock formations teach scientists about the past (connection)</li> </ul>	<p><b>Central Idea:</b> Limited resources require creativity and collaboration</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*How living beings play a role in their living community and ecosystem (responsibility)</li> <li>*How our actions can change our environment and community (change)</li> <li>*How we use differing perspectives to create compromise and generate solutions (perspective)</li> </ul>	<p><b>Central Idea:</b> Language is a way to express ideas, perspectives, and values</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*The characteristics of people's cultures and values (form)</li> <li>*How culture and values inform perspective (Perspective)</li> <li>*How inspiration informs choices (Causation)</li> </ul> <p><b>Key Concepts:</b></p>



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	<p>are influenced by past conflicts (change)</p> <p><b>Key Concepts:</b> change, causation, perspective</p> <p><b>Related Concepts:</b> conflict, social justice, systems of power, natural resources, migration</p> <p><b>Learner Profile:</b> Knowledgeable, Inquirer</p> <p><b>Approaches to Learning:</b> Research Skills Thinking Skills</p> <p><b>Months taught:</b> February/March</p>	<p>perspective, responsibility, causation</p> <p><b>Related Concepts:</b> Systems, prejudice, rights, justice, goods, services, influence</p> <p><b>Learner Profile:</b> Reflective, Open-Minded, Principled</p> <p><b>Approaches to Learning:</b> Social Skills, Communication Skills</p> <p><b>Months taught:</b> April/May</p>	<p>change, causation, reflection</p> <p><b>Related Concepts:</b> character, diversity, race/ethnicity, gender, beliefs, values</p> <p><b>Learner Profile:</b> Caring, Inquirer</p> <p><b>Approaches to Learning:</b> Social Skills Self-Management Skills</p> <p><b>Months taught:</b> Year- long</p>	<p>* How scientists use evidence to support their claims (connection)</p> <p><b>Key Concepts:</b> function, connection</p> <p><b>Related Concepts:</b> systems, adaptation, environment</p> <p><b>Learner Profile:</b> Knowledgeable, Inquirer</p> <p><b>Approaches to Learning:</b> Research Skills Communication Skills</p> <p><b>Months taught:</b> October/November</p>	<p><b>Key Concepts:</b> change, perspective, responsibility</p> <p><b>Related Concepts:</b> natural resources, sustainability, energy and systems, economic + social impact</p> <p><b>Learner Profile:</b> Balanced, Reflective</p> <p><b>Approaches to Learning:</b> Research Skills, Self-Management Skills</p> <p><b>Months taught:</b> January/February</p>	<p>form, perspective, causation</p> <p><b>Related Concepts:</b> creation, audience, perspective, opinion, language, interpretation</p> <p><b>Learner Profile:</b> Thinker, Risk-Taker, Communicator</p> <p><b>Approaches to Learning:</b> Social Skills Communication Skills</p> <p><b>Months taught:</b> August/September</p>
Fifth Grade (10-11yo)	<p><b>Central Idea:</b> Indigenous communities influence land in the past and present</p> <p><b>Lines of Inquiry:</b> *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><b>Key Concepts:</b> form, responsibility, function</p> <p><b>Related Concepts:</b> origins, tradition, society, time</p> <p><b>Learner Profile:</b> Open-Minded Knowledgeable Caring</p> <p><b>Approaches to Learning:</b> Social Skills, Thinking Skills</p> <p><b>Months taught:</b></p>	<p><b>Central Idea:</b> Cross-cultural interactions shape both past and present</p> <p><b>Lines of Inquiry:</b> *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><b>Key Concepts:</b> responsibility, function, connection</p> <p><b>Related Concepts:</b> social structures, migration</p> <p><b>Learner Profile:</b> Inquirer, Thinker Communicator, Principled</p> <p><b>Approaches to Learning:</b> Thinking Skills, Research Skills</p> <p><b>Months taught:</b></p>	<p><b>Central Idea:</b> We are important citizens in the global community</p> <p><b>Lines of Inquiry:</b> *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><b>Key Concepts:</b> form, function, perspective</p> <p><b>Related Concepts:</b> Freedom, relationships, beliefs, values, interaction</p> <p><b>Learner Profile:</b> Communicator, Principled</p> <p><b>Approaches to Learning:</b> Social Skills, Self-Management Skills</p> <p><b>Months taught:</b></p>	<p><b>Central Idea:</b> Patterns help us understand our natural world</p> <p><b>Lines of Inquiry:</b> *How scientists observe different patterns (function)</p> <p>* What causes daily and yearly patterns in our sky (causation)</p> <p>*How people create stories about patterns (perspective)</p> <p><b>Key Concepts:</b> function, causation, perspective</p> <p><b>Related Concepts:</b> gravity, storytelling, cycles</p> <p><b>Learner Profile:</b> Inquirers, Thinkers</p> <p><b>Approaches to Learning:</b> Research Skills, Communication Skills</p> <p><b>Months taught:</b></p>	<p><b>Central Idea:</b> Communities are impacted by the use of resources  (students create their own central ideas based on their topic)</p> <p><b>Lines of Inquiry:</b> * student created (exhibition)</p> <p><b>Key Concepts:</b> *student created</p> <p><b>Related Concepts:</b> *student created</p> <p><b>Learner Profile:</b> *student created</p> <p><b>Approaches to Learning:</b> *student created</p> <p><b>Months taught:</b> year-long</p>	<p><b>Central Idea:</b> Humans express their individuality and uniqueness in different ways</p> <p><b>Lines of Inquiry:</b> *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><b>Key Concepts:</b> causation, change, function</p> <p><b>Related Concepts:</b> individuality, community, expression</p> <p><b>Learner Profile:</b> Open-Minded, Reflective</p> <p><b>Approaches to Learning:</b></p>

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	October/December	February/March	August/September	April		Thinking Skills, Communication Skills  <b>Months taught:</b> April/May
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