



# Programme of Inquiry

## Leland Public School

September 2019

### 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>	People have unique similarities and differences.	People learn through play everywhere.	Everyone has a story inside.	Where we live affects how we live.	Communities are formed when people work together.	Our actions affect living things.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>An inquiry into recognizing similarities and differences between myself and others.</li> <li>An inquiry into how people look, feel and act.</li> <li>An inquiry into each person's role in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>An inquiry into how play changes depending on where you are. (causation)</li> <li>An inquiry into how play changes with age. (change)</li> <li>An inquiry into how we learn through play (connection)</li> </ul>		<ul style="list-style-type: none"> <li>An inquiry into the resources available in the natural world of winter in the north. (form)</li> <li>An inquiry into how people and animals adapt their lifestyles to their location. (change)</li> <li>An inquiry into seasons and how our lives are affected by them. (causation)</li> </ul>	<ul style="list-style-type: none"> <li>An inquiry into what a community is. (form)</li> <li>An inquiry into the roles people play in a community. (function)</li> <li>An inquiry into how a community is organized to meet our needs. (responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>An inquiry into what living things need to live. (causation)</li> <li>An inquiry into our role caring for living things. (responsibility)</li> <li>An inquiry into different opinions regarding our impact on living things. (perspective)</li> </ul>
<b>Subject focus</b>	Visual Arts, English, Mathematics, Social Studies, Physical Education	English, Mathematics, Physical Education, Science, Social Studies, Library & Technology	English	Visual Arts, English, Mathematics, Science, Social Studies, Spanish	English, Mathematics, Science, Social Studies	Science, English, Mathematics, Social Studies
<b>Key concepts</b>	Form, Function, Reflection	Causation, Change	Function, Perspective	Form, Causation, Change	Function, Connection, Responsibility	Causation, Perspective, Responsibility
<b>Related concepts</b>	Heredity, recognizing and	Growth and purpose		adaptation, seasons,	Interconnectedness, role,	Consequences, impact,

	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>accepting similarities and differences</p> <p>Behaviors, Roles, Safety, Fair Play</p> <p>Observation, discovery</p>			resources, lifestyle, location	community	<p>opinion, plant systems</p> <p>Consequences, impact, opinion</p> <p>Consequences, impact, opinion</p>
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Communicators, Open-minded</p> <p><b>Attitudes:</b> Empathy, Respect, Tolerance</p> <p><b>Research Skills:</b> Observing, Collecting Data, Recording Data, Interpreting Data</p> <p><b>Self-management Skills:</b> Fine Motor, Safety, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Application, 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</p>	<p><b>Learner Profile Items:</b> Risk-takers (Courageous), Reflective</p> <p><b>Attitudes:</b> Creativity, Independence</p> <p><b>Research Skills:</b> Collecting Data, Recording Data, Organizing Data, Interpreting Data</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Time Management</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Analysis, Synthesis, Metacognition</p> <p><b>Social Skills:</b> Respecting others, Cooperating</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Presenting</p>		<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable</p> <p><b>Attitudes:</b> Appreciation, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Thinkers, Balanced</p> <p><b>Attitudes:</b> Cooperation, Integrity</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data</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>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, 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>Learner Profile Items:</b> Principled, Caring</p> <p><b>Attitudes:</b> Appreciation, Commitment</p> <p><b>Research Skills:</b> Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Application, Synthesis, Dialectical thought</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Group decision making</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>

## Grade 1/2 A Year

	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
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<b>Central idea</b>	Adopting roles and responsibilities enables citizens to contribute to a community.	Living things organize time by the cycles of the sun, moon, and earth.	Through self expression and imagination we communicate.	Forces impact the Earth.	Systems and resources connect communities.	Living things change through cycles.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>The rights, roles and responsibility of citizens. (responsibility)</li> <li>How personal point of view impacts decision making. (perspective)</li> <li>Ways to promote peace and fairness. (connection)</li> </ul>	<ul style="list-style-type: none"> <li>Movement of the Sun, Moon, and Earth. (change)</li> <li>Properties of the Sun, Moon, and Earth and their place in the solar system. (causation)</li> <li>How the sun and moon impact the way we live. (connection)</li> </ul>	<ul style="list-style-type: none"> <li>How we express ourselves creatively. (form)</li> <li>How creativity reflects who we are. (Function)</li> <li>How creativity can be interpreted by others. (Perspective)</li> </ul>	<ul style="list-style-type: none"> <li>Ways forces change landforms. (causation, forces)</li> <li>Different forms of the earth's surface (form, landforms)</li> <li>Visual representations of landforms. (perspective, geography)</li> </ul>	<ul style="list-style-type: none"> <li>The connection between goods &amp; services and consumers &amp; producers (connection)</li> <li>Currency and trade in an economy (function)</li> <li>How needs and wants are related to supply and demand and resources (causation)</li> </ul>	<ul style="list-style-type: none"> <li>The developmental stages of living things. (form, growth)</li> <li>Factors can influence or break cycles. (causation, change)</li> <li>Different cycles affect each other. (connection, cycles)</li> </ul>
<b>Subject focus</b>	Spanish, Music, Visual Arts, English, Mathematics, Physical Education, Science, Social Studies, Library & Technology	Spanish, Visual Arts, Music, English, Mathematics, Physical Education, Science, Social Studies, Library & Technology	Visual Arts, Music, English	Spanish, Music, Visual Arts, English, Mathematics, Physical Education, Science, Social Studies, Library & Technology	English, Mathematics, Physical Education, Social Studies	Spanish, Visual Arts, Music, English, Mathematics, Physical Education, Science, Social Studies, Library & Technology
<b>Key concepts</b>	Connection, Perspective, Responsibility	Causation, Change, Connection	Form, Function, Perspective	Form, Causation, Perspective	Function, Causation, Connection	Form, Causation, Connection
<b>Related concepts</b>	<p>citizenship, roles, community</p> <p>citizenship, roles, community</p>	systems, cycles, interaction		landforms, forces, transformation, movement	<p>systems</p> <p>resources</p> <p>interdependence</p>	<p>growth</p> <p>change</p> <p>cycles</p>

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<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Communicators, Principled, Open-minded</p> <p><b>Attitudes:</b> Cooperation, Empathy, Respect, Tolerance</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>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Reflective</p> <p><b>Attitudes:</b> Appreciation, Cooperation, Curiosity</p>		<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Reflective</p> <p><b>Attitudes:</b> Cooperation, Creativity, Curiosity, Enthusiasm</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning</p> <p><b>Self-management Skills:</b> Spatial Awareness</p> <p><b>Thinking Skills:</b> Application, Synthesis</p> <p><b>Social Skills:</b> Cooperating</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing</p>	<p><b>Learner Profile Items:</b> Knowledgeable, Thinkers, Balanced</p> <p><b>Attitudes:</b> Commitment, Cooperation, Creativity</p> <p><b>Research Skills:</b> Planning</p> <p><b>Self-management Skills:</b> Organization, Time Management</p> <p><b>Thinking Skills:</b> Synthesis</p> <p><b>Communication Skills:</b> Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Reflective</p> <p><b>Attitudes:</b> Appreciation, Cooperation, Curiosity, Respect</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data</p>

## Grade 1/2 B Year

	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>		The past and present are connected.	Stories reflect and influence culture and traditions.	Energy can be produced and used in various ways.	Government can help us to interact peacefully.	Finding peaceful solutions to conflict leads to a better quality of life.
<b>Lines of inquiry</b>		<ul style="list-style-type: none"> <li>• Ways to find information about the past. (perspective, history)</li> <li>• How past generations affect our personal history. (connection, chronology)</li> <li>• Reflect on why some things stay the same and others change (reflection, progress)</li> </ul>	<ul style="list-style-type: none"> <li>• The role/purpose stories play in a culture. (connection)</li> <li>• How cultures are reflected in stories. (function)</li> <li>• The ways stories are shared. (form)</li> </ul>	<ul style="list-style-type: none"> <li>• The properties of light and sound. (form)</li> <li>• How people have used sound and light to shape the world today. (function)</li> <li>• How light and sound change and impact our lives. (change)</li> </ul>		<ul style="list-style-type: none"> <li>• Identifying, understanding, expressing, and regulating our feelings. (form)</li> <li>• Building positive relationships. (connection)</li> <li>• Using strategies to resolve conflict. (causation)</li> </ul>
<b>Subject focus</b>	Spanish, English	Spanish, Visual Arts, Music, English, Mathematics, Physical Education, Science, Social Studies	Spanish, Visual Arts, Music, English, Mathematics, Physical Education, Science, Social Studies, Library & Technology	English, Science, Social Studies, Library & Technology	Spanish, Visual Arts, Music, English, Mathematics, Social Studies, Library & Technology	English, Social Studies, Spanish, Visual Arts, Physical Education
<b>Key concepts</b>		Connection, Perspective, Reflection	Form, Function, Connection	Form, Function, Causation	Form, Function, Connection	Form, Causation, Connection
<b>Related concepts</b>		history, chronology, progress	Stories communication traditions Influence	Sound, light, waves		communication, regulate, compromise  communication, compromise, regulate

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<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Reflective</p> <p><b>Attitudes:</b> Appreciation, Curiosity, Respect</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Presenting Research</p> <p><b>Social Skills:</b> Cooperating, Group decision making</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Communicators, Open-minded, Reflective</p> <p><b>Attitudes:</b> Appreciation, Creativity, Respect, Tolerance</p> <p><b>Social Skills:</b> Cooperating</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Viewing</p>	<p><b>Learner Profile Items:</b> Inquirers, Communicators, Risk-takers (Courageous)</p> <p><b>Attitudes:</b> Creativity, Curiosity, Independence</p> <p><b>Research Skills:</b> Planning</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Application, Analysis, Synthesis</p> <p><b>Social Skills:</b> Cooperating, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Non-verbal, Presenting</p>	<p><b>Learner Profile Items:</b> Knowledgeable, Communicators, Principled</p> <p><b>Attitudes:</b> Commitment, Cooperation, Integrity</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Principled, Open-minded, Caring</p> <p><b>Attitudes:</b> Empathy, Integrity, Respect</p>

## Grade 3/4 A Year

	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>	A community is created through relationships.	The geography of a place affects how people live.	Experiences influence written expression.	Discoveries can lead to meaningful change.	Our government is organized to preserve democratic values.	Conflicts can be solved peacefully.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• Your family, ancestry, and community influence who you are. (Connection)</li> <li>• Diversity is important. (Responsibility)</li> <li>• People collaborate to solve problems. (Causation)</li> </ul>	<ul style="list-style-type: none"> <li>• Economy is dependent on natural resources. (form)</li> <li>• Technology contributes to change. (change)</li> <li>• Energy sources impact a community. (connection)</li> </ul>	<ul style="list-style-type: none"> <li>• Literature shares traditions, beliefs, and experiences. (perspective)</li> <li>• Literature reflects the time period in which people live. (reflective)</li> <li>• Our understanding of the world is shared through literature. (connection)</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of scientific innovations over time. (Change)</li> <li>• Creative thought sparks innovation. (Causation)</li> <li>• Making informed choices shows responsibility. (Responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>• We are citizens of local, state, and federal governments. (Form)</li> <li>• The United States government has three branches. (Function)</li> <li>• Citizens have rights and responsibilities reflected in our democratic values.. (Responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>• Resource needs can cause conflict.</li> <li>• Regions need and share essential resources.</li> <li>• Resources come in different forms. (States of Matter, Concepts, Human, Capital, and Natural)</li> </ul>
<b>Subject focus</b>	English, Mathematics, Science, Social Studies, Spanish, Music, Visual Arts, Library & Technology	Spanish, Visual Arts, Music, English, Mathematics, Physical Education, Science, Social Studies, Library & Technology	Spanish, Visual Arts, English, Mathematics, Science, Social Studies, Library & Technology	Spanish, English, Mathematics, Science, Social Studies, Library & Technology, Visual Arts, Music	Spanish, English, Mathematics, Science, Social Studies, Library & Technology	Visual Arts, English, Mathematics, Science, Social Studies
<b>Key concepts</b>	Causation, Connection, Responsibility	Form, Causation, Change	Connection, Perspective, Reflection	Causation, Change, Responsibility	Function, Change, Responsibility	Perspective, Responsibility
<b>Related concepts</b>	Heritage Consumption Cooperation					Arts: Performance, imagination, interpretation, and techniques  Science: Resources,

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<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Inquirers, Caring  <b>Attitudes:</b> Cooperation, Respect, Tolerance  <b>Research Skills:</b> Formulating Questions  <b>Self-management Skills:</b> Codes of Behaviour  <b>Thinking Skills:</b> Metacognition  <b>Social Skills:</b> Respecting others  <b>Communication Skills:</b> Listening</p>	<p><b>Learner Profile Items:</b> Balanced, Reflective  <b>Attitudes:</b> Cooperation, Curiosity  <b>Thinking Skills:</b> Application, Analysis, Synthesis, Evaluation</p>	<p><b>Learner Profile Items:</b> Communicators, Reflective  <b>Attitudes:</b> Appreciation, Enthusiasm  <b>Thinking Skills:</b> Acquisition of knowledge, Analysis, Evaluation  <b>Social Skills:</b> Group decision making  <b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Thinkers  <b>Attitudes:</b> Creativity, Integrity  <b>Self-management Skills:</b> Fine Motor, Organization, Time Management, Safety, Codes of Behaviour, Informed Choices</p>	<p><b>Learner Profile Items:</b> Principled, Open-minded, Reflective  <b>Attitudes:</b> Cooperation, Respect, Tolerance  <b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation</p>	<p>sustainability, changes of matter, states of matter, structures</p> <p>Social Studies: Regions, dependence, impact, locality, conflict, communication, distribution, interdependence, consumption, conserving</p> <p>English: Script, dialogue, expression</p>	
	<b>Transdisciplinary Theme</b>	<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>
	<b>Central idea</b>	Achieving a common goal					



**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**

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requires effective  
communication and trust.

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**Lines of inquiry**

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**Subject focus**      Physical Education

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**Key concepts**      Connection, Perspective,  
Reflection

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**Related  
concepts**

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**Learning  
experiences**

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## Grade 3/4 B Year

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<b>Central idea</b>	Healthy people lead balanced lives.	Atmospheric Changes influence the Global Climate.	The arts communicate an understanding of ourselves, each other, and our world.	Forces cause change.	Economic systems help us meet our needs and wants.	People form interconnected communities to meet their needs.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• Cultures express their beliefs and values by celebrating.</li> <li>• Food, activity, and rest choices impact your health.</li> <li>• Your mental outlook is important.</li> </ul>	<ul style="list-style-type: none"> <li>• Climate has changed over time. (Causation)</li> <li>• Location on the earth is a factor of climate. (Reflection)</li> <li>• Atmosphere determines weather and climate. (Form)</li> </ul>	<ul style="list-style-type: none"> <li>• The arts involve music, writing, visual arts, theater, and movement.</li> <li>• (connection, imagination)</li> <li>• The arts express cultural beliefs and values. (perspective, connection)</li> <li>• Art and nature have structure, balance, and purpose. (form, patterns)</li> </ul>	<ul style="list-style-type: none"> <li>• People can be forces that cause change. (Change)</li> <li>• Forces affect motion. (Function)</li> <li>• Energy is neither created nor destroyed only changes in form. (Connection)</li> </ul>	<ul style="list-style-type: none"> <li>• Global economies are interconnected. (Connection)</li> <li>• Supply and demand impacts resources. (Causation)</li> <li>• Occupations provide products and services. (Perspective)</li> </ul>	<ul style="list-style-type: none"> <li>• Change causes people to form communities and develop relationships. (change)</li> <li>• The use of resources affect communities. (causation)</li> <li>• People have roles and responsibilities in their communities. (responsibility)</li> </ul>
<b>Subject focus</b>	English, Mathematics, Science, Social Studies, Library & Technology	Science, Social Studies, English, Mathematics, Library & Technology	Visual Arts, English, Mathematics, Science, Social Studies, Library & Technology, Spanish, Music, Physical Education	Science, Social Studies, English, Mathematics, Library & Technology	Spanish, English, Mathematics, Science, Social Studies, Library & Technology, Visual Arts, Music	Visual Arts, Music, English, Mathematics, Science, Social Studies, Library & Technology
<b>Key concepts</b>	Connection, Reflection	Form, Causation, Reflection	Form, Connection, Perspective	Function, Change, Connection	Causation, Connection, Perspective	Change, Responsibility
<b>Related concepts</b>	<p>Students will research the human body and its systems as well as wellness related topics.</p> <p>Students will read</p>		<p>imagination, patterns</p> <p>location, geography, artifacts</p>	<p>Newton's three laws of motion, energy transfer, inertia, potential, kinetic, speed, acceleration, mass, friction, gravity,</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
	nonfiction text in order to become knowledgeable about these topics.		interpretation, diversity	Distance/time = Speed	Units of energy, measurement, data collection	
				Energy transformation		
				People and ideas can cause change.		
				Persuasive Writing: How did this person or movement influence the world in a positive way?		
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Open-minded, Balanced</p> <p><b>Attitudes:</b> Commitment, Respect</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>Learner Profile Items:</b> Knowledgeable, Risk-takers (Courageous)</p> <p><b>Attitudes:</b> Empathy, Enthusiasm</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Interpreting Data, Presenting Research</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Evaluation</p> <p><b>Communication Skills:</b> Listening, Speaking, Presenting</p>	<p><b>Learner Profile Items:</b> Communicators, Open-minded</p> <p><b>Attitudes:</b> Appreciation, Creativity</p> <p><b>Thinking Skills:</b> Dialectical thought, Metacognition</p> <p><b>Social Skills:</b> Respecting others, Cooperating</p> <p><b>Communication Skills:</b> Writing, Presenting</p>	<p><b>Learner Profile Items:</b> Communicators, Principled, Reflective</p> <p><b>Attitudes:</b> Commitment, Creativity, Integrity</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Collecting Data, Recording Data, Presenting Research</p> <p><b>Self-management Skills:</b> Fine Motor, Spatial Awareness</p> <p><b>Thinking Skills:</b> Application, Evaluation, Dialectical thought</p> <p><b>Social Skills:</b> Accepting Responsibility, Group decision making</p> <p><b>Communication Skills:</b> Speaking, Writing, Presenting</p>	<p><b>Learner Profile Items:</b> Principled, Risk-takers (Courageous)</p> <p><b>Attitudes:</b> Confidence, Integrity</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>Learner Profile Items:</b> Balanced, Reflective</p> <p><b>Attitudes:</b> Commitment, Cooperation</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p>

## Grade 5/6 A Year

	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>	Societies develop ways to balance power, rights and responsibilities.	People migrate and settle for various reasons.	People contribute to the human mosaic by expressing their values and beliefs.	Cultures develop in response to environmental conditions and availability of resources.	Interactions can create new structures.	People depend on each other to sustain earth's resources.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• An inquiry into being an active member in society (function)</li> <li>• An inquiry into how natural consequences arise from actions (causation)</li> <li>• An inquiry into your rights under the constitution (responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into why people move to new locations. (Perspective)</li> <li>• An inquiry into how people create relationships in order to survive. (Connection)</li> <li>• An inquiry into how the desire for power and wealth might affect freedom. (Causation)</li> </ul>		<ul style="list-style-type: none"> <li>• An inquiry into the development of indigenous peoples, climate, and geographical location. (function)</li> <li>• An inquiry into different roles in ecosystems. (form)</li> <li>• An inquiry into how different region's ecosystems affected American Indians' lives. (connection)</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into the states of matter. (Form)</li> <li>• An inquiry into how different combinations produce new substances. (Causation)</li> <li>• An inquiry into the economic impact of exploration. (Change)</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into the causes and consequences of the American Revolution (change)</li> <li>• An inquiry into the Earth's spheres and the distribution of water on Earth. (connection)</li> <li>• An inquiry into the protection of the earth's resources (responsibility)</li> </ul>
<b>Subject focus</b>	Visual Arts, English, Physical Education, Science, Social Studies	Social Studies, Science	Spanish, Visual Arts, Music, English, Social Studies	Social Studies, Science	English, Social Studies, Science	Science, Social Studies
<b>Key concepts</b>	Function, Causation, Responsibility	Causation, Connection, Perspective	Perspective	Form, Function, Connection	Form, Causation, Change	Change, Connection, Responsibility
<b>Related concepts</b>		Settlement, migration, systems, exploration		regions, environment, cultures, diversity	Property, Entrepreneurship, Interactions	freedom sustainability conservation

	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> Inquirers, Communicators, Principled, Open-minded, Balanced</p> <p><b>Attitudes:</b> Curiosity, Empathy, Independence, Integrity, Respect, Tolerance</p> <p><b>Research Skills:</b> Observing, Planning, Organizing Data</p> <p><b>Self-management Skills:</b> Organization, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Synthesis, Evaluation</p> <p><b>Social Skills:</b> Respecting others, Cooperating, Group decision making</p> <p><b>Communication Skills:</b> Listening, Speaking, Writing</p>	<p><b>Learner Profile Items:</b> Thinkers, Risk-takers (Courageous)</p> <p><b>Attitudes:</b> Commitment, Cooperation, Curiosity</p> <p><b>Self-management Skills:</b> Fine Motor, Organization, Time Management, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers</p> <p><b>Attitudes:</b> Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, Tolerance</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Spatial Awareness, Organization, Time Management, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Application, Analysis, Synthesis, Evaluation</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>Learner Profile Items:</b> Balanced, Reflective</p> <p><b>Attitudes:</b> Appreciation, Cooperation</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Organization, Time Management</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p><b>Social Skills:</b> Respecting others, Cooperating, Group decision making</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Thinkers, Open-minded</p> <p><b>Attitudes:</b> Confidence, Empathy</p> <p><b>Research Skills:</b> Observing, Planning, Collecting Data, Recording Data, Interpreting Data</p> <p><b>Self-management Skills:</b> Organization, Time Management, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension</p> <p><b>Social Skills:</b> Respecting others, Resolving conflict</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Open-minded</p> <p><b>Attitudes:</b> Commitment, Cooperation, Integrity, Respect</p> <p><b>Self-management Skills:</b> Healthy Lifestyles</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought</p> <p><b>Social Skills:</b> Accepting Responsibility, Resolving conflict</p> <p><b>Communication Skills:</b> Listening</p>

## Grade 5/6 B Year

	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>	Patterns influence nature and humanity.	Humans explore and migrate to survive and prosper.	Art is power	Interactions create movement and advancement.	Structures need balance and organization.	Lifestyles are influenced by choices and access to opportunities.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• An inquiry into types of energy. (form)</li> <li>• An inquiry into how we use evidence to examine human settlement. (reflection)</li> <li>• An inquiry into how human initiative can help society. (responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into the reasons people migrate. (causation)</li> <li>• An inquiry into the influence of location. (connection)</li> <li>• An inquiry into the way systems work and contribute to journeys and migrations. (function)</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into how aesthetics can influence a person's thinking. (change)</li> <li>• An inquiry into how to become an informed citizen and use it to take action. (responsibility)</li> <li>• An inquiry into beliefs and values. (perspective)</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into forces and interactions. (connections)</li> <li>• An inquiry into how technology and advancements have brought about continual transformation to society. (causation)</li> <li>• An inquiry into the transfer of energy. (change)</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into the characteristics of nations and governments. (form)</li> <li>• An inquiry into how organizational structures influence relationships. (function)</li> <li>• An inquiry into how structures transform. (change)</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into economic systems. (connection)</li> <li>• An inquiry into how individual, business and government choices impact others. (responsibility)</li> <li>• An inquiry into equal access to economic opportunities is a matter of perspective. (perspective)</li> </ul>
<b>Subject focus</b>	Science, Social Studies, English, Mathematics, Visual Arts, Music, Physical Education	Spanish, Visual Arts, Music, English, Mathematics, Physical Education, Science, Social Studies, Library & Technology	English, Social Studies, Mathematics, Science	Science, Visual Arts, Social Studies, Spanish, English, Mathematics	Spanish, Visual Arts, Music, English, Mathematics, Physical Education, Science, Social Studies, Library & Technology	Spanish, Visual Arts, Music, English, Mathematics, Physical Education, Science, Social Studies, Library & Technology
<b>Key concepts</b>	Form, Responsibility, Reflection	Function, Causation, Connection	Change, Perspective, Responsibility	Causation, Change, Connection	Form, Function, Change	Connection, Perspective, Responsibility
<b>Related concepts</b>	Pattern Initiative Evidence	systems migration location	Related: Transformation Related: beliefs Related: Initiative	Innovation Transformation Interdependence	governance, organizations, transformation	interdependence, transfer global trade (fair trade) choices

	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> Caring, Risk-takers (Courageous)</p> <p><b>Attitudes:</b> Commitment, Creativity, Curiosity</p> <p><b>Research Skills:</b> Observing, Planning, Presenting Research</p> <p><b>Self-management Skills:</b> Organization, Time Management</p> <p><b>Thinking Skills:</b> Application, Synthesis, Evaluation, Metacognition</p> <p><b>Social Skills:</b> Cooperating, Resolving conflict</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Presenting</p>	<p><b>Learner Profile Items:</b> Thinkers, Risk-takers (Courageous)</p> <p><b>Attitudes:</b> Cooperation, Independence</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> Cooperating</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Thinkers, Principled, Open-minded</p> <p><b>Attitudes:</b> Independence, Integrity, Tolerance</p> <p><b>Research Skills:</b> Formulating Questions, Planning</p> <p><b>Communication Skills:</b> Speaking</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers</p> <p><b>Attitudes:</b> Appreciation, Curiosity, Respect</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Organization, Time Management</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Analysis, Evaluation</p> <p><b>Social Skills:</b> Respecting others, Cooperating, Group decision making</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Principled, Open-minded</p>	<p><b>Learner Profile Items:</b> Inquirers, Thinkers, Reflective</p> <p><b>Attitudes:</b> Curiosity, Empathy</p> <p><b>Research Skills:</b> Formulating Questions, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Organization, Informed Choices</p> <p><b>Thinking Skills:</b> Analysis, Synthesis, Dialectical thought</p> <p><b>Social Skills:</b> Cooperating</p>