

## A-JIS Programme of Inquiry (Year A)

Age	<b>Who we are</b> <i>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.</i>	<b>Where we are in place and time</b> <i>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 civilizations, from local and global perspectives.</i>	<b>How we express ourselves</b> <i>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.</i>	<b>How the world works</b> <i>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.</i>	<b>How we organize ourselves</b> <i>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.</i>	<b>Sharing the planet</b> <i>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.</i>
<b>K5 &amp; Grade 1</b>	<p><b>An inquiry into</b> the nature of self.</p> <p><b>Related concepts:</b> Interpretation</p> <p><b>Central idea</b> We can interpret our environment through our senses.</p> <p><b>Key concepts:</b> Connection Perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How we use our senses</li> <li>How our senses inform our choices</li> <li>Different perspectives</li> </ul> <p><b>Transdisciplinary skills:</b> Communication skills</p> <p><b>Learner Profile:</b> Communicator Open-minded</p> <p><b>Attitudes:</b> Appreciation Curiosity Creativity</p>	<p><b>An inquiry into</b> the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p><b>Related concepts:</b> Perspective</p> <p><b>Central idea</b> Different perspectives over time may influence change.</p> <p><b>Key concepts:</b> Change Causation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How different perspectives change over time</li> <li>Causes of different perspectives over time</li> <li>How different perspectives are connected to the changes in our lives</li> </ul> <p><b>Transdisciplinary skills:</b> Communication skills</p> <p><b>Learner Profile:</b> Open-minded Inquirer</p> <p><b>Attitudes:</b> Confidence Tolerance</p>	<p><b>An inquiry into</b> the ways in which we express ideas and reflect on our creativity.</p> <p><b>Related concepts:</b> Expression</p> <p><b>Central idea</b> Feelings can be expressed in many ways.</p> <p><b>Key concepts:</b> Change Perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Our modes of communication</li> <li>Feelings that colours can convey</li> <li>How we respond to different colours</li> </ul> <p><b>Transdisciplinary skills:</b> Communication skills Thinking skills</p> <p><b>Learner Profile:</b> Communicator Risk-taker</p> <p><b>Attitudes:</b> Empathy Creativity</p>	<p><b>An inquiry into</b> how humans use their understanding of scientific principles, the impact of scientific and technological advances on society and the environment.</p> <p><b>Related concepts:</b> Impact</p> <p><b>Central idea</b> Light comes from different sources and is used in different ways.</p> <p><b>Key concepts:</b> Form Function</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different sources of light</li> <li>What light can do and the way we use it</li> <li>How we respond to light</li> </ul> <p><b>Transdisciplinary skills:</b> Research skills Thinking Skills</p> <p><b>Learner Profile:</b> Knowledgeable Thinker</p> <p><b>Attitudes:</b> Creativity Curiosity</p>	<p><b>An inquiry into</b> the interconnectedness of human made systems.</p> <p><b>Related concepts:</b> Systems</p> <p><b>Central idea</b> People create and use different types of systems to help regulate their lives.</p> <p><b>Key concepts:</b> Form Function</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The kinds of systems we use.</li> <li>How different parts of a system work together</li> <li>Systems that we use to organise ourselves</li> </ul> <p><b>Transdisciplinary skills:</b> Research skills Thinking skills</p> <p><b>Learner Profile:</b> Communicator Thinker</p> <p><b>Attitudes:</b> Cooperation Independence</p>	<p><b>An inquiry into</b> rights and responsibilities in the struggle to share finite resources with other people and with other living things.</p> <p><b>Related concepts:</b> Choices</p> <p><b>Central idea</b> The choices we make affect our environment.</p> <p><b>Key concepts:</b> Causation Responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>What people consider as rubbish</li> <li>The steps we can take to reduce, reuse, recycle</li> <li>The impacts that our choices can have upon our environment</li> </ul> <p><b>Transdisciplinary skills:</b> Self-management skills Social skills</p> <p><b>Learner Profile:</b> Reflective Principled</p> <p><b>Attitudes:</b> Respect Commitment</p>

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<b>Grade 2 &amp; 3</b>	<p><b>An inquiry into</b> the nature of self; beliefs and values; personal, physical, mental, social and spiritual health.</p> <p><b>Related concepts:</b> Choices and Well-being</p> <p><b>Central idea</b> Lifestyle choices that people make can affect their health.</p> <p><b>Key concepts:</b> Responsibility Change Reflection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Making balanced choices</li> <li>• Causes and effects of our choices</li> <li>• What it means to be healthy</li> </ul> <p><b>Transdisciplinary skills:</b> Communication skills Social skills Self management</p> <p><b>Learner Profile:</b> Knowledgeable Balanced Reflective</p> <p><b>Attitudes:</b> Commitment</p>	<p><b>An inquiry into</b> orientation in place and time.</p> <p><b>Related concepts:</b> Exploration</p> <p><b>Central idea</b> Exploration helps people make sense of where they are in the world.</p> <p><b>Key concepts:</b> Connection Function</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The use of tools for exploration</li> <li>• Where we are in relation to others</li> <li>• How exploration has helped people over time develop a better understanding of where they are in the world</li> </ul> <p><b>Transdisciplinary skills:</b> Research skills Self-management skills</p> <p><b>Learner Profile:</b> Knowledgeable Risk-taker</p> <p><b>Attitudes:</b> Confidence</p>	<p><b>An inquiry into</b> 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><b>Related concepts:</b> Expression and Creativity</p> <p><b>Central idea</b> People’s uniqueness can be expressed through the arts.</p> <p><b>Key concepts:</b> Form Perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Elements of visual art</li> <li>• How everyone can express their uniqueness through the arts</li> <li>• Backgrounds and experiences influence art</li> </ul> <p><b>Transdisciplinary skills:</b> Communication skills Thinking skills</p> <p><b>Learner Profile:</b> Communicator Open-minded</p>	<p><b>An inquiry into</b> the natural world and its laws.</p> <p><b>Related concepts:</b> Change and Structure</p> <p><b>Central idea</b> Knowing about the Earth’s structure helps people to understand the continual changes of the Earth.</p> <p><b>Key concepts:</b> Form Change</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The structure of the Earth</li> <li>• How the Earth has changed</li> <li>• The continuing changing nature of the Earth</li> </ul> <p><b>Transdisciplinary skills:</b> Research skills Thinking skills</p> <p><b>Learner Profile:</b> Knowledgeable Inquirer</p> <p><b>Attitudes:</b> Curiosity</p>	<p><b>An inquiry into</b> human made systems, societal decision making and their impact on humankind.</p> <p><b>Related concepts:</b> Cooperation</p> <p><b>Central idea</b> People share responsibilities for a common purpose.</p> <p><b>Key concepts:</b> Responsibility Connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different roles people have in a workplace</li> <li>• Interconnectedness of people in a workplace</li> <li>• The key to effective teamwork</li> </ul> <p><b>Transdisciplinary skills:</b> Communication skills Social skills</p> <p><b>Learner Profile:</b> Communicator Open-minded Balanced</p> <p><b>Attitudes:</b> Integrity Cooperation</p>	<p><b>An inquiry into</b> the rights and responsibilities in the struggle to share finite resources with other living things.</p> <p><b>Related concepts:</b> Consequences and Survival</p> <p><b>Central idea</b> Human activities may affect the survival of living things.</p> <p><b>Key concepts:</b> Causation Responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Causes of endangerment</li> <li>• What living things need to survive</li> <li>• How people can help species to survive</li> </ul> <p><b>Transdisciplinary skills:</b> Thinking skills Social skills</p> <p><b>Learner Profile:</b> Caring Principled Thinker</p> <p><b>Attitudes:</b> Empathy Respect Tolerance</p>

	Independence	Independence Curiosity	<b>Attitudes:</b> Appreciation Creativity Curiosity		Enthusiasm Confidence	
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<b>Grade 4 &amp; 5</b>	<p><b>An inquiry into</b> the nature of self, beliefs and value.</p> <p><b>Related concepts:</b> Impacts</p> <p><b>Central idea</b> Changes people experience at different stages of their lives affect their evolving sense of self.</p> <p><b>Key concepts:</b> Causation Change</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The social, emotional, and geographic changes that occur throughout life</li> <li>How we develop our personal values and beliefs</li> <li>How people represent themselves to the outside world</li> </ul> <p><b>Transdisciplinary skills:</b> Social skills Self-management skills</p> <p><b>Learner Profile:</b> Risk-taker Reflective</p>	<p><b>An inquiry into</b> the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p><b>Related concepts:</b> Transformation and Adaptation</p> <p><b>Central idea</b> Past civilizations shape present day systems and technologies.</p> <p><b>Key concepts:</b> Change Perspective</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Aspects of past civilizations that have survived</li> <li>Reasons these systems and technologies developed</li> <li>Why modern societies continue to use adaptations of these systems and technologies</li> <li>Implications for the future</li> </ul> <p><b>Transdisciplinary skills:</b> Communication skills Social skills Thinking skills Research skills</p> <p><b>Learner Profile:</b></p>	<p><b>An inquiry into</b> the ways in which we discover and express ideas, feelings, nature, beliefs, culture and values.</p> <p><b>Related concepts:</b> Power, Communication and Education</p> <p><b>Central Idea</b> Attention gaining strategies can be used to affect behavioural change.</p> <p><b>Key Concepts:</b> Function Reflection Perspective</p> <p><b>Line of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How different techniques work for achieving the purpose</li> <li>Behaviour can be modified by applying deliberate strategies</li> <li>Different techniques can be used to convey the social concerns of that time</li> </ul> <p><b>Transdisciplinary skills:</b> Communication skills Thinking skills</p> <p><b>Learner Profile:</b></p>	<p><b>An inquiry into</b> the natural world and its laws; the interaction between the natural world (physical and biological) and human societies.</p> <p><b>Related concepts:</b> Innovation</p> <p><b>Central Idea</b> The application of scientific knowledge can support innovation.</p> <p><b>Key Concepts:</b> Form Function Connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The scientific laws of physics</li> <li>The design process and the scientific method</li> <li>How current research aids innovation</li> <li>How innovators use prior knowledge</li> </ul> <p><b>Transdisciplinary skills:</b> Research skills Thinking skills</p>	<p><b>An inquiry into</b> the interconnectedness of human-made systems and communities, the structure and function of organizations, societal decision making.</p> <p><b>Related concepts:</b> Rights</p> <p><b>Central Idea</b> Societal decision making can support or deny access to children's rights and equal opportunities.</p> <p><b>Key Concepts</b> Perspective Responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The rights and opportunities available to children and understanding the purpose of the UN Convention on the Rights of the Child</li> <li>Rights versus responsibilities of various communities of the world</li> <li>Ways in which individuals, organizations and nations work to help children</li> </ul> <p><b>Transdisciplinary skills:</b> Communication skills</p>	<p><b>An inquiry into</b> rights and responsibilities in the struggle to share finite resources with other people and with other living things.</p> <p><b>Related concepts:</b> Interdependence</p> <p><b>Central Idea</b> Living and non-living things in an ecosystem are interconnected and impact each other.</p> <p><b>Key Concepts:</b> Form Connection Causation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Components of an ecosystem</li> <li>Interactions within an ecosystem</li> <li>Human effects on an ecosystem</li> </ul> <p><b>Transdisciplinary skills:</b> Self management skills Research skills</p> <p><b>Learner Profile:</b> Knowledgeable</p>

	<p><b>Attitudes:</b> Appreciation Confidence Tolerance</p>	<p>Open-minded Reflective</p> <p><b>Attitudes:</b> Appreciation Enthusiasm</p>	<p>Thinker Reflective Communicator</p> <p><b>Attitudes:</b> Confidence Empathy Creativity</p>	<p><b>Learner Profile:</b> Thinker Principled</p> <p><b>Attitudes:</b> Integrity Curiosity Creativity</p>	<p>Self management skills</p> <p><b>Learner Profile:</b> Caring Communicator</p> <p><b>Attitudes:</b> Commitment Independence</p>	<p>Caring Reflective</p> <p><b>Attitudes:</b> Empathy Respect Appreciation</p>
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## A-JIS Programme of Inquiry (Year B)

Age	<b>Who we are</b> <i>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.</i>	<b>Where we are in place and time</b> <i>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 civilizations, from local and global perspectives.</i>	<b>How we express ourselves</b> <i>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.</i>	<b>How the world works</b> <i>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.</i>	<b>How we organize ourselves</b> <i>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.</i>	<b>Sharing the planet</b> <i>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.</i>
<b>K5 &amp; Grade 1</b>	<p><b>An inquiry into</b> human relationships including cultures.</p> <p><b>Related concepts:</b> Diversity and Traditions</p> <p><b>Central idea</b> People around the world live in similar and different ways.</p> <p><b>Key concepts:</b> Connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Places in the world people live</li> <li>Things people do in different parts of the world</li> <li>How the things that we do and the places where we live are the same and different to other people</li> </ul> <p><b>Transdisciplinary skills:</b> Research skills Social skills</p> <p><b>Learner Profile:</b> Inquirer Open-minded</p> <p><b>Attitudes:</b> Respect</p>	<p><b>An inquiry into</b> the orientation in place and time; migrations of humankind.</p> <p><b>Related concepts:</b> Adaptation</p> <p><b>Central idea</b> People migrate for different reasons.</p> <p><b>Key concepts:</b> Form Causation Change</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Urban and rural communities</li> <li>The reasons people move</li> <li>How where we live can change overtime</li> </ul> <p><b>Transdisciplinary skills:</b> Self-management skills Thinking skills</p> <p><b>Learner Profile:</b> Open-minded</p> <p><b>Attitudes:</b> Confidence</p>	<p><b>An inquiry into</b> the ways we express and enjoy our creativity.</p> <p><b>Related concepts:</b> Communication and Impact</p> <p><b>Central idea</b> Rhythmic sounds can be used to communicate.</p> <p><b>Key concepts:</b> Causation Perspective</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How sound is made</li> <li>How we can make rhythm</li> <li>How emotions can be communicated through rhythmic sounds</li> </ul> <p><b>Transdisciplinary skills:</b> Communication skills Self-management skills</p> <p><b>Learner Profile:</b> Communicator Balanced</p> <p><b>Attitudes:</b> Cooperation Confidence</p>	<p><b>An inquiry into</b> how humans use their understanding of scientific principles.</p> <p><b>Related concepts:</b> Transformation</p> <p><b>Central idea</b> Solids, liquids and gases can be manipulated and changed for different purposes.</p> <p><b>Key concepts:</b> Change Form</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>3 states of matter</li> <li>How the states change</li> <li>What benefits these changes can have</li> </ul> <p><b>Transdisciplinary skills:</b> Research skills Self-management skills</p> <p><b>Learner Profile:</b> Principled Risk-taker</p> <p><b>Attitudes:</b> Curiosity</p>	<p><b>An inquiry into</b> the interconnectedness of human-made systems and communities; societal decision-making.</p> <p><b>Related concepts:</b> Systems</p> <p><b>Central idea</b> Time can be measured and affects the choices we make.</p> <p><b>Key concepts:</b> Function Causation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How we measure time based on the sun</li> <li>The importance of measuring time</li> <li>How we organise ourselves based on time</li> </ul> <p><b>Transdisciplinary skills</b> Thinking skills Research skills Self-management skills</p> <p><b>Learner Profile:</b> Thinker Balanced</p> <p><b>Attitudes:</b> Curiosity Independence</p>	<p><b>An inquiry into</b> peace and conflict resolution.</p> <p><b>Related concepts:</b> Responsibility and Behaviour</p> <p><b>Central idea</b> Responsible actions may contribute to conflict resolution.</p> <p><b>Key concepts:</b> Causation Reflection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Causes of conflict</li> <li>Strategies used to resolve conflict</li> <li>Consequences of our actions</li> </ul> <p><b>Transdisciplinary skills</b> Social skills Self-management skills</p> <p><b>Learner Profile:</b> Principled Reflective</p> <p><b>Attitudes:</b> Respect</p>

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<b>Grade 2 &amp; 3</b>	<p><b>An inquiry into</b> beliefs and values; human relationships including families, friends, communities, and cultures.</p> <p><b>Related concepts:</b> Beliefs and Behaviour</p> <p><b>Central idea</b> People can influence our beliefs.</p> <p><b>Key concepts:</b> Reflection Perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Reflecting on the way people behave</li> <li>How people's actions are perceived</li> <li>Reflecting on our own beliefs as a result of others</li> </ul> <p><b>Transdisciplinary skills:</b> Thinking skills Self-management skills</p> <p><b>Learner Profile:</b> Open-minded Reflective</p> <p><b>Attitudes:</b> Integrity Independence</p>	<p><b>An inquiry into</b> the discoveries and explorations of humankind.</p> <p><b>Related concepts:</b> Transformation</p> <p><b>Central idea</b> Exploration may lead to knowledge and innovation.</p> <p><b>Key concepts</b> Change Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The motivations that drive exploration</li> <li>The impact of innovation</li> <li>The results of exploration</li> </ul> <p><b>Transdisciplinary skills:</b> Research skills Thinking skills Self-management skills</p> <p><b>Learner Profile:</b> Inquirer Risk-taker</p> <p><b>Attitudes:</b> Commitment Confidence Curiosity</p>	<p><b>An inquiry into</b> our appreciation of the aesthetic.</p> <p><b>Related concepts:</b> Roles and Creativity</p> <p><b>Central idea</b> We can express ourselves creatively through performance.</p> <p><b>Key concepts:</b> Connection Form</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Different kinds of performances</li> <li>Elements of performances</li> <li>Roles in performances</li> </ul> <p><b>Transdisciplinary skills:</b> Social skills Communication skills</p> <p><b>Learner Profile:</b> Communicator Balanced</p> <p><b>Attitudes:</b> Cooperation Creativity Enthusiasm</p>	<p><b>An inquiry into</b> how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p><b>Related concepts:</b> Systems and Impact</p> <p><b>Central idea</b> Simple machines transfer force.</p> <p><b>Key concepts:</b> Causation Function</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The different types of simple machines</li> <li>How simple machines work</li> <li>How simple machines affect people's lives</li> </ul> <p><b>Transdisciplinary skills:</b> Thinking skills Research skills</p> <p><b>Learner Profile:</b> Knowledgeable Thinker</p> <p><b>Attitudes:</b> Appreciation Curiosity</p>	<p><b>An inquiry into</b> the interconnectedness of human-made systems and communities; societal decision making</p> <p><b>Related concepts:</b> Systems</p> <p><b>Central idea</b> Signs and symbols are components of various systems.</p> <p><b>Key concepts:</b> Form Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Elements of signs and symbols</li> <li>How signs and symbols are parts of systems</li> <li>The advantages of using signs and symbols</li> </ul> <p><b>Transdisciplinary skills:</b> Thinking skills Communication skills</p> <p><b>Learner Profile:</b> Communicator Knowledgeable</p> <p><b>Attitudes:</b> Respect Tolerance</p>	<p><b>An inquiry into</b> rights and responsibilities in the struggle to share finite resources with other people; access to equal opportunities; (peace and conflict resolution)</p> <p><b>Related concepts:</b> Resource and Distribution</p> <p><b>Central idea</b> Water is essential to life, and is a limited resource for many people</p> <p><b>Key concepts:</b> Function Responsibility</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How water is used</li> <li>Distribution and availability of usable water</li> <li>Responsibilities regarding water</li> </ul> <p><b>Transdisciplinary skills:</b> Research skills Social skills</p> <p><b>Learner Profile:</b> Caring Principled</p> <p><b>Attitudes:</b> Empathy Commitment</p>

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<b>Grade 4 &amp; 5</b>	<p><b>An inquiry into</b> personal, physical, mental, social and human relationships.</p> <p><b>Related concepts:</b> Behaviour</p> <p><b>Central idea</b> Puberty causes changes as we grow and develop.</p> <p><b>Key concepts:</b> Function Causation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How we deal with the changes</li> <li>Rites of passage across cultures</li> <li>What causes changes</li> </ul> <p><b>Transdisciplinary skills:</b> Self-management skills Thinking skills Social skills</p> <p><b>Learner Profile:</b> Principled Balanced</p> <p><b>Attitudes:</b> Empathy Respect Independence</p>	<p><b>An inquiry into</b> orientation in place and time; the relationship between the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p><b>Related concepts:</b> Honor and Character</p> <p><b>Central idea</b> Countries have their own unique history and cultural identity.</p> <p><b>Key concepts:</b> Connection Responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The unique traditions and cultural artifacts of our host country</li> <li>How cultural identity is shaped by history</li> <li>Our responsibility towards honouring cultural identity</li> </ul> <p><b>Transdisciplinary skills:</b> Communication skills Social skills</p> <p><b>Learner Profile:</b> Inquirer Open-minded</p>	<p><b>An inquiry into</b> 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.</p> <p><b>Related concepts:</b> Conflict, Diversity and Identity</p> <p><b>Central Idea</b> People live in communities with multiple religions.</p> <p><b>Key Concepts</b> Perspective Connection</p> <p><b>Line of Inquiry</b></p> <ul style="list-style-type: none"> <li>How religion influences personal behavior</li> <li>Different religious responses to life events</li> <li>Managing differences in religious practices</li> </ul> <p><b>Transdisciplinary skills:</b> Research skills</p> <p><b>Learner Profile:</b> Open-minded Principled</p> <p><b>Attitudes:</b> Tolerance</p>	<p><b>An inquiry into</b> the natural world and its laws and how humans use their understanding of scientific principles;</p> <p><b>Related concepts:</b> Resilience and Properties</p> <p><b>Central Idea</b> Materials have features that affect how they are used.</p> <p><b>Key Concepts</b> Form Causation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The specific properties of certain materials</li> <li>Rationale of using certain materials</li> <li>The use of materials to aid society survive in extreme environmental conditions</li> </ul> <p><b>Transdisciplinary skills:</b> Thinking skills Self-management skills</p> <p><b>Learner Profile:</b> Knowledgeable Thinker</p> <p><b>Attitudes:</b></p>	<p><b>An inquiry into</b> human-made systems and communities; societal decision making.</p> <p><b>Related concepts:</b> Structures and Rights</p> <p><b>Central Idea</b> Government are structured in different ways.</p> <p><b>Key Concepts</b> Form Perspective Responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Types of government</li> <li>How governments are shaped and developed</li> <li>What makes a government successful</li> <li>Responsibilities of participants in a government system</li> </ul> <p><b>Transdisciplinary skills:</b> Communication skills Self-management skills Thinking skills</p> <p><b>Learner Profile:</b></p>	<p><b>An inquiry into</b> rights and responsibilities in the struggle to share finite resources with other people.</p> <p><b>Related concepts:</b> Systems and Responsibility</p> <p><b>Central Idea</b> Energy comes from different sources and is transferred for effective use.</p> <p><b>Key Concepts</b> Connection Form</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Sources of energy</li> <li>System people use to access energy</li> <li>Impacts of energy use</li> <li>Effective use of energy</li> </ul> <p><b>Transdisciplinary skills:</b> Social skills Self-management skills Thinking skills</p> <p><b>Learner Profile:</b> Knowledgeable Caring</p> <p><b>Attitudes:</b></p>



		Balanced  <b>Attitudes:</b> Respect Tolerance Appreciation	Integrity Respect	Commitment Curiosity	Communicator Principled  <b>Attitudes:</b> Integrity Tolerance	Cooperation Commitment
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