

A-JIS Programme of Inquiry G1-G6

Age	1. Who we are <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>	4. Where we are in place and time <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>	2. How we express ourselves <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>	5. How the world works <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>	(YEAR LONG UNIT) How we organize ourselves <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>	3. Sharing the planet <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>
Grade 1	<p>Related concepts: Interpretation</p> <p>Central idea We use our senses to interpret the world around us.</p> <p>Key concepts: Connection, Function</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● How we use our senses (function) ● How our senses inform our actions (connection) ● Dependence on our senses (connection) <p>Learner Profile: Communicator, Knowledgeable, Thinker</p> <p>ATL: Thinking</p>	<p>Related concepts: Childhood</p> <p>Central idea People's childhood may be different based on place and time.</p> <p>Key concepts: Perspective, Change, Connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● life as a child (perspective) ● childhood then and now (change) ● how where we are influences our childhood (connection) <p>Learner Profile: Inquirer, Open-minded</p> <p>ATL: Communication</p>	<p>Related concepts: Expression, Feelings</p> <p>Central idea Feelings can be expressed in many ways.</p> <p>Key concepts: Causation, Perspective</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Why feelings are expressed ● Different ways to express feelings ● How people express the same feelings differently <p>Learner Profile: Communicator, Open-minded</p> <p>ATL: Communication, Social, Self-management [mindfulness]</p>	<p>Related concepts: Resource</p> <p>Central idea Light is a resource that can be used in different ways.</p> <p>Key concepts: Form, Function</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● The availability of light as a resource (form) ● Different sources of light (form) ● The uses of light (function) <p>Learner Profile: Inquirer, Knowledgeable</p> <p>ATL: Thinking, Research</p>	<p>Related concepts: Organisation, System/Process</p> <p>Central idea People organise their daily lives in different ways.</p> <p>Key concepts: Form, Responsibility, Change</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● The different ways of organising (form) ● Why people organise (responsibility) ● Effectiveness of organisation (form) ● How the process of organization evolves (change) <p>Learner Profile: Thinker, Risk-taker, Balanced</p> <p>ATL: Self-Management, Research, Social</p>	<p>Related concepts: Choices, Recycle</p> <p>Central idea The choices we make affect our environment.</p> <p>Key concepts: Causation, Responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● What people consider as rubbish (responsibility/causation) ● The steps we can take to reduce, reuse, recycle (responsibility) ● The impacts that our choices can have upon our environment (causation) <p>Learner Profile: Principled, Reflective, Caring</p> <p>ATL: Research, Thinking</p>

Age	<p>2. Who we are <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></p>	<p>5. Where we are in place and time <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></p>	<p>6. How we express ourselves <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></p>	<p>4. How the world works <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></p>	<p>1. How we organize ourselves <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></p>	<p>3. Sharing the planet <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></p>
Grade 2	<p>Related Concepts: Beliefs, values, attitudes, influence</p> <p>Central Idea: Heroes can show us who we can be.</p> <p>Key concepts: Perspective, Change</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Qualities of a hero (Perspective) Heroes from different times and places (Perspective) Heroes and their influence on us (Change) <p>Learner Profile Attributes Caring, Risk-taker</p> <p>ATL: Research skills Self-management</p>	<p>Related Concepts: Structure, properties and uses of materials, design and engineering, geography</p> <p>Central Idea: We construct buildings based on the location and the availability of resources.</p> <p>Key concepts: Form, Causation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Homes around the world (Form) Materials used in homes (Causation) The structure of homes (Causation) <p>Learner Profile Attributes -Inquirer -Knowledgeable -Open-minded</p> <p>ATL: Research Thinking</p>	<p>Related Concepts: Engagement, Techniques, Interpretation</p> <p>Central Idea: Performances can communicate a message and create an impact.</p> <p>Key concepts: Causation, Perspective</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The ways an audience responds to a performance through ideas and actions (Perspective) The impact of performances (Causation) The ways a performer engages an audience (Perspective, Causation) <p>Learner Profile Attributes -Communicator -Risk-taker -Balanced</p> <p>ATL: Social skills Communication skills</p>	<p>Related Concepts: Force, Scientific Method, work Physics</p> <p>Central Idea: Working CI: Forces affect the movement of objects.</p> <p>Key concepts: Function, Causation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How different forces work (Function) Using the scientific method to learn about forces (Function) The impact of simple machines on our work (Causation) <p>Learner Profile Attributes -Thinker -Inquirer</p> <p>ATL: Research skills</p> <p>Thinking skills</p>	<p>Related Concepts: Education, symbols</p> <p>Central Idea: Working CI: Systems help us connect with others. Systems help us learn.</p> <p>Key concepts: Form, Function, Connection</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How a system works (Function) Tools used within systems (Form) The relationship of systems (Connection) <p>Learner Profile Attributes Communicator, reflective</p> <p>ATL: Self-management skills Thinking Skills</p>	<p>Related Concepts: Resource, availability vs scarcity, distribution, systems</p> <p>Central Idea: Water is essential to life and is a limited resource.</p> <p>Key concepts: Form, Responsibility</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Sources of water (Form) Availability of usable water (Responsibility) Responsibilities regarding water (Responsibility) <p>Learner Profile Attributes Knowledgeable, Principled</p> <p>ATL: Communication skills Research skills</p>

Age	3. Who we are <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>	6. Where we are in place and time <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>	4. How we express ourselves <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>	5. How the world works <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>	1. How we organize ourselves <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>	2. Sharing the planet <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>
Grade 3	<p>Related concepts: Choice, Wellbeing</p> <p>Central idea Knowing how our body systems work helps us make decisions for ourselves.</p> <p>Key concepts: Perspectives, Function</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How the body systems work (function) Different choices impact my well being (perspectives) Examples of healthy bodies and healthy lifestyles (perspectives) <p>Learner Profile Knowledgeable, Balanced, Reflective</p> <p>ATL Self-management, thinking</p>	<p>Related concepts: Exploration, Navigation</p> <p>Central idea Exploration may help people to make sense of where they are in the world.</p> <p>Key concepts: Connection, Change, Function</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How people explore (function) Where we are in relation to others (connection) How exploration has affected people over time (change) <p>Learner Profile Knowledgeable, Risk-taker</p> <p>ATL Self-management</p>	<p>Related concepts: Expression and Creativity</p> <p>Central idea People's differences and similarities can be expressed through art.</p> <p>Key concepts: Form, Perspective, Reflection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Elements of visual art (form) How people's differences and similarities can be expressed through art. (perspective) Explore ways artists show their creativity (reflection) <p>Learner Profile Open-minded, Communicator</p> <p>ATL Thinking, Communication</p>	<p>Related concepts: Change and Structure</p> <p>Central idea Knowing about the Earth's structure helps people understand about the changes of Earth.</p> <p>Key concepts: Form, Causation, Change</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The structure of Earth (form) How Earth changes (change) How the changing nature of Earth affects us (causation) <p>Learner Profile Knowledgeable, Inquirer</p> <p>ATL Research, Communication</p>	<p>Related concepts: Teamwork</p> <p>Central idea People share responsibilities for a common goal.</p> <p>Key concepts: Responsibility, Connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different roles people have in a team (responsibility) Members of a team support and rely on each other (connection, responsibility) Factors of effective teamwork (connection, responsibility) <p>Learner Profile Communicator, Open-minded</p> <p>ATL Social</p>	<p>Related concepts: Consequences and Survival</p> <p>Central idea Human activities may affect the survival of living things.</p> <p>Key concepts: Causation, Responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Human activities that affect other living things (causation) The impact of choices and actions on survival (causation). How people can help species to survive (responsibility) <p>Learner Profile Principled, Caring, Thinker</p> <p>ATL Research, Communication</p>

Age	<p>4. Who we are <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></p>	<p>2. Where we are in place and time <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></p>	<p>5. How we express ourselves <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></p>	<p>1. How the world works <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></p>	<p>6. How we organize ourselves <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></p>	<p>3. Sharing the planet <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></p>
Grade 4	<p>Related Concept: Behaviour, Growth</p> <p>Central Idea: Puberty causes changes as we grow and develop.</p> <p>Key Concepts Function, Change</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Rites of passage across cultures Social, physical and emotional changes during adolescence How we deal with changes <p>Learner Profile Risk-taker, Balanced</p> <p>ATL Social</p>	<p>Related concept: Honor, Character</p> <p>Central Idea: Countries have their own unique history and cultural identity.</p> <p>Key concepts: Connection, Responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The unique traditions and cultural artefacts of countries How cultural identity is shaped by history Our responsibility towards honoring cultural identity <p>Learner Profile Inquirer, Open-minded</p> <p>ATL Thinking</p>	<p>Related Concept: Conflict, Diversity, Identity</p> <p>Central Idea: People live in communities with multiple religions.</p> <p>Key Concepts Perspective, Connection</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How religion influences personal behavior (actions, people's clothing, food they eat, etc.) Different religious responses to life events Managing differences in religious practices <p>Learner Profile Open-minded, Principled</p> <p>ATL Research</p>	<p>Related Concept: Resilience, Properties</p> <p>Central Idea: Materials have features that affect how they are used.</p> <p>Key concepts: Form, Causation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The specific properties of certain materials. Rationale of using certain materials. The use of materials to aid society survive in extreme environmental conditions. <p>Learner Profile Knowledgeable, Thinker</p> <p>ATL Self-Management</p>	<p>Related Concept: impact, communication</p> <p>Central Idea: NGOs can have an impact on humankind and the environment.</p> <p>Key Concepts: Responsibility, Function</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How NGOs work. The impact of NGOs (Function, Responsibility) The reliability and the credibility of the organization <p>Learner Profile Communicator, Reflective</p> <p>ATL Communication</p>	<p>Related Concept: Systems, Responsibility, Energy</p> <p>Central Idea: Energy comes from different sources and is transferred for effective use.</p> <p>Key Concepts: Form, Change</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Where energy comes from Systems people use to access energy Effective use of energy Impacts of energy use <p>Learner Profile Caring, Balanced</p> <p>ATL Thinking</p>

Age	5. Who we are <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>	3. Where we are in place and time <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>	4. How we express ourselves <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> <i>*Exhibition</i>	1. How the world works <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>	2. How we organize ourselves <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>	6. Sharing the planet <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>
Grade 5	<p>(G5 Exhibition 2020)</p> <p>Related concepts: Awareness, Chronology</p> <p>Central idea Changes people experience at different stages of their lives affect their evolving sense of self.</p> <p>Key concepts: Causation, Change</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The social, emotional, and geographic changes that occur throughout life Resilience to change How people present themselves to the outside world Generalizations in human responses to similar situations <p>Learner Profile Inquirer, Reflective, Balanced</p> <p>ATL Communication, Social</p>	<p>(G5 Exhibition 2019, 2017)</p> <p>Related concepts: Adaptation, Geography, human system, economics</p> <p>Central idea People develop systems to adapt to the environment.</p> <p>Key concepts: Form, Connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Systems used by past civilisations How landscape contributes to system development Past systems that are used today The movement of ideas and people (migration) <p>Learner Profile Inquirer, Reflective, Balanced</p> <p>ATL Communication, Social</p>	<p>(G5 Exhibition 2018, 2021) <i>An inquiry into the ways in which we discover and express ideas, feelings, nature, beliefs, culture and values.</i></p> <p>Related concepts: Communication, Behavior, Influence</p> <p>Central Idea Attention gaining strategies can be used to affect behavioural change.</p> <p>Key Concepts: Function, Causation, Perspective</p> <p>Line of Inquiry:</p> <ul style="list-style-type: none"> How different techniques work for achieving the purpose Behaviour can be modified by applying deliberate strategies Different techniques can be used to convey the social concerns of that time How personal response is influenced by beliefs, culture and value <p>Learner Profile Communicator, Open-minded, Risk taker</p> <p>ATL Thinking skills Communication skills</p>	<p>Related concepts: Innovation, Application, Design</p> <p>Central Idea The application of scientific knowledge can support innovation.</p> <p>Key Concepts: Form, Function, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The application of Newton's laws of physics The importance of the design process How current research aids innovation How innovators use prior knowledge <p>Learner Profile Principled, Thinker</p> <p>ATL Thinking, Self-Management</p>	<p>Related concepts: Legislation, Justice, Peace</p> <p>Central Idea Societal decision-making can support or deny access to children's rights and equal opportunities.</p> <p>Key Concepts: Perspective, Responsibility</p> <p>Line of Inquiry:</p> <ul style="list-style-type: none"> The rights and opportunities available to children and the UN Convention on the Rights of the Child Rights versus responsibilities of various communities of the world Ways in which individuals, organizations, and nations work to help children <p>Learner Profile Communicator, Caring</p> <p>ATL Social, Research</p>	<p>Related concepts: Sustainability, Resources, Responsible consumption and production</p> <p>Central Idea The development of science and technology can help sustain life.</p> <p>Key Concepts: Responsibility, Change</p> <p>Line of Inquiry:</p> <ul style="list-style-type: none"> Elements essential to sustain life How a lack of resources can lead to exploration The changes in availability of resources Distinctive features of bodies of the universe <p>Learner Profile Knowledgeable, Caring</p> <p>ATL Self-management, Research</p>

G6	Unit 1: (Yearlong) How We Organise Ourselves (Fairness and Development) ENTREPRENEURSHIP / SERVICE LEARNING ELEMENT	Unit 2: (Yearlong) Who We Are (Identities and relationships) SEL Unit	Unit 3: How We Express Ourselves (Personal and Cultural Expression)	Unit 4: Sharing the Planet (Globalization and Sustainability)	Unit 5: Where We Are in Place and Time (Orientation in Space and Time)	Unit 6: How the World Works (Scientific and Technical Innovation) Exhibition Unit Students pick: SOCIAL STUDIES or SCIENCE STRAND
Time	YEARLONG		Semester 1		Semester 2	
PYP & MYP	<p><i>PYP: 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></p> <p><i>MYP: Fairness and Development What are the consequences of our common humanity?</i> Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<p><i>PYP: 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></p> <p><i>MYP: Identities and relationships Who am I? Who are we?</i> Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<p><i>PYP: 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></p> <p><i>MYP: Personal and Cultural Expression What is the nature and purpose of creative expression?</i> Students will explore 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><i>PYP: 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></p> <p><i>MYP: Globalization and Sustainability How is everything connected?</i> Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<p><i>PYP: 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></p> <p><i>MYP: Orientation in Space and Time What is the meaning of “where” and “when”?</i> Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>	<p><i>PYP: 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></p> <p><i>MYP: Scientific and Technical Innovation How do we understand the world in which we live?</i> Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>
Grade 6	<p>Related concepts: 5.) sustainability 6.) chemical and physical changes 7.) properties and uses of materials 8.) design and engineering</p> <p>Central idea: The sustainability of how we live depends upon a society’s decision-making of resource use.</p> <p>Key concepts: Change, Form, Function</p> <p>Lines of inquiry: 4. Materials and resources that humanity depends upon (form) 5. The methods on how materials are used and their consequences (function + change)</p>	<p>Related concepts: 1.) civilizations, history 2.) conflict, character 3.) beliefs, values 4.) attitudes, influence</p> <p>Central idea: Developing an understanding of yourself and your community shapes the future.</p> <p>Key concepts: Connection, Causation, Perspective, Responsibility</p> <p>Lines of inquiry: 5. How we all connect together (connection: foundation to build essential agreements & student-driven expectations)</p>	<p>Related concepts: 4) classification 5) biodiversity 6) genetics</p> <p>Central idea: The classification and expression of all living and nonliving things is essential to survival.</p> <p>Key concepts: Form, Perspective, Connection</p> <p>Lines of inquiry: 4. The classification of living and nonliving things in our world (form) 5. How we express things in the</p>	<p>Related concepts: 4) cooperation 5) production 6) legislation</p> <p>Central idea: The accountability of our decision-making impacts the existence of a sustainable planet.</p> <p>Key concepts: Responsibility, Change, Function</p> <p>Lines of inquiry: 1. Our place in the interconnectedness of nature and the environment (responsibility) 2. The way the law functions to keep society responsible for finite</p>	<p>Related concepts: 5) artifacts 6) citizenship 7) networks 8) prejudice</p> <p>Central idea: Evidence of past civilizations can be used to make connections to present day societies.</p> <p>Key concepts: Form, Connection, Change</p> <p>Lines of inquiry: 1. The characteristics that identify civilizations (evidence/artifacts) (form) 2. The connections between the past and the present (connection)</p>	<p>Chosen by students</p> <p>Related concepts:</p> <p>Central idea:</p> <p>Key concepts:</p> <p>Lines of inquiry:</p> <p>Learner Profile:</p> <p>ATL:</p>

	<p>6. Societal decision-making changes for a healthier future (change)</p> <p>Learner Profile: Inquirer, Thinker, Risk-taker</p> <p>ATL: Thinking</p> <ul style="list-style-type: none"> • Creative (all) <p>Research</p> <ul style="list-style-type: none"> • Ethical Use (ethical use) • Data gathering and recording + formulating and planning 	<p>6. Causes of conflicts and expectations (causation)</p> <p>7. Beliefs and values make up our characters (perspective)</p> <p>8. Responsibilities within yourself and society (responsibility)</p> <p>Learner Profile: Principled Caring Reflective</p> <p>ATL: Self-management</p> <ul style="list-style-type: none"> • Managing self • Emotional management <p>Social</p> <ul style="list-style-type: none"> • Emotional intelligence • Resolving Conflict <p>Communication</p> <ul style="list-style-type: none"> • Exchanging information (all) 	<p>world and how the things in the world express themselves to us (perspective)</p> <p>6. Understanding how everything is connected is crucial to making educated choices about our future (connection) biodiversity, food web etc, and survival)</p> <p>Learner Profile: Knowledgeable, Balanced</p> <p>ATL: Research</p> <ul style="list-style-type: none"> • Media Literacy (Creating) <p>Thinking</p> <ul style="list-style-type: none"> • Critical (Forming decisions) 	<p>resources (function)</p> <p>3. The changes global society needs to make to create a sustainable earth (change)</p> <p>Learner Profile: Communicator, Open-minded</p> <p>ATL: Social</p> <ul style="list-style-type: none"> • Interpersonal (Social intelligence + supporting others) <p>Self-management</p> <ul style="list-style-type: none"> • States of mind (all) 	<p>3. How knowledge of the past guides actions in the future (change -- how can we remove barriers?)</p> <p>Learner Profile: Inquirer, Knowledgeable</p> <p>ATL: Thinking</p> <ul style="list-style-type: none"> • Critical (all) • Transfer (all) 	
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