

<b>Program of Inquiry (POI) Overview:</b>	TRANSDISCIPLINARY THEMES					
	<b>Who We Are</b>	<b>Where We Are in Place and Time</b>	<b>How We Express Ourselves</b>	<b>How the World Works</b>	<b>How We Organize Ourselves</b>	<b>Sharing the Planet</b>
<p><b>Transdisciplinary Theme</b> A broad theme that connects different subject areas, helping students explore real-world issues and big ideas from multiple perspectives.</p> <p><b>Central Idea</b> The main idea of this unit. <b>Y</b> indicates it runs for the whole year, and numbers <b>1–4</b> show the order of units in the year.</p> <p><b>Lines of Inquiry</b> Specific areas explored in the unit, with the linked <b>specified concepts</b> noted in parentheses to guide the inquiry.</p> <p><b>Specified Concepts</b> The “big ideas” emphasized in our transdisciplinary framework.</p> <p><b>Learner Profile Attributes</b> The IB learner profile qualities students will develop during the unit.</p> <p><b>Approaches to Learning (AtL)</b> The targeted skills students practice and strengthen throughout the unit.</p>	<p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>• physical, emotional, social and spiritual health and well-being</li> <li>• relationships and belonging</li> <li>• learning and growing</li> </ul>	<p>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> <li>• periods, events and artefacts</li> <li>• communities, heritage, culture and environment</li> <li>• natural and human drivers of movement, adaptation and transformation.</li> </ul>	<p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul>	<p>An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>• patterns, cycles, systems</li> <li>• diverse practices, methods and tools</li> <li>• discovery, design, innovation: possibilities and impacts</li> </ul>	<p>An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>• interactions within and between social and ecological systems</li> <li>• approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>• representation, collaboration and decision-making</li> </ul>	<p>An inquiry into interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> <li>• rights, responsibilities and dignity of all</li> <li>• pathways to just, peaceful and reimagined futures</li> <li>• nature, complexity, coexistence and wisdom</li> </ul>

Preschool	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><b><u>Central Idea: (Y)</u></b> Identity evolves through exploration.</p> <p><b><u>Lines of Inquiry:</u></b> The ways children can be challenged and challenge themselves <b>(Function)</b></p> <p>The connection between respecting a child's interests and their ability to feel part of the learning community <b>(Connection)</b></p> <p>The image of the child being curious, creative, competent, full of wonder, rich in ideas and keenly interested in world <b>(Perspective)</b></p> <p><b><u>Learner Profile:</u></b> –Inquirers –Risk-takers</p> <p><b><u>Approaches to Learning (AtL) :</u></b> –Social skills –Self-management skills</p>		<p><b><u>Central Idea: (Y)</u></b> Expression develops through movement and rhythm.</p> <p><b><u>Lines of Inquiry:</u></b> The exploration of different feelings <b>(Form)</b></p> <p>Movement and rhythm as modes of communication <b>(Function)</b></p> <p>How people respond to music and movement <b>(Causation)</b></p> <p><b><u>Learner Profile:</u></b> –Communicators</p> <p><b><u>Approaches to Learning (AtL):</u></b> –Communication skills –Self-management skills</p>	<p><b><u>Central idea: (Y)</u></b> Interaction of matter determined its use.</p> <p><b><u>Lines of Inquiry:</u></b> Materials in the environment <b>(Form)</b></p> <p>Choice of materials for a purpose <b>(Causation)</b></p> <p>The interaction of materials <b>(Function)</b></p> <p><b><u>Learner Profile:</u></b> –Inquirers –Thinkers</p> <p><b><u>Approaches to Learning (AtL):</u></b> –Thinking skills</p>		<p><b><u>Central Idea: (Y)</u></b> Nature inspires nurture.</p> <p><b><u>Lines of Inquiry:</u></b> The discoveries we find in nature <b>(Form)</b></p> <p>The ways we care for our environment <b>(Responsibility)</b></p> <p>Changes in nature and how we adapt <b>(Change)</b></p> <p><b><u>Learner Profile:</u></b> –Inquirers</p> <p><b><u>Approaches to Learning (AtL):</u></b> –Communication skills –Research skills</p>

Nursery	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><b><u>Central idea: (Y)</u></b> People in our lives shape our identity.</p> <p><b><u>Lines of Inquiry:</u></b> Similar and different families (<b>Form</b>)</p> <p>Importance and role of friends and families (<b>Connection</b>)</p> <p>Keeping families and friends, our responsibility toward supporting them (<b>Responsibility</b>)</p> <p><b><u>Learner Profile</u></b> – Open-minded – Caring</p> <p><b><u>Approaches to Learning (AtL):</u></b> – Communication skills – Self-management skills – Social skills</p>		<p><b><u>Central Idea: (Y)</u></b> Stories communicate meaning.</p> <p><b><u>Lines of Inquiry:</u></b> What stories can convey (<b>Connection</b>)</p> <p>How stories are created and shared (<b>Function</b>)</p> <p>Feelings and emotions that stories evoke (<b>Perspective</b>)</p> <p><b><u>Learner Profile</u></b> – Thinkers – Communicators</p> <p><b><u>Approaches to Learning (AtL):</u></b> – Thinking skills – Communication skills – Self-management skills – Social skills</p>	<p><b><u>Central Idea: (Y)</u></b> Cycles affect living things.</p> <p><b><u>Lines of Inquiry:</u></b> Natural cycles-day &amp; night, weather patterns, seasons (<b>Causation</b>)</p> <p>The actions people take in response to Earth’s natural cycles (<b>Change</b>)</p> <p>Patterns of behavior in living things related to Earth’s natural cycles (<b>Connection</b>)</p> <p><b><u>Learner Profile</u></b> – Inquirers – Principled – Reflective</p> <p><b><u>Approaches to Learning (AtL):</u></b> – Thinking skills – Communication skills – Research skills – Self-management skills – Social skills</p>		<p><b><u>Central idea: (4)</u></b> All living things go through a changing process.</p> <p><b><u>Lines of Inquiry:</u></b> Living things change over time (<b>Connection</b>)</p> <p>Caring for plants as they grow (<b>Responsibility</b>)</p> <p>How different parts of plants grow (<b>Function</b>)</p> <p><b><u>Learner Profile</u></b> – Inquirers – Knowledgeable – Risk-takers – Balanced</p> <p><b><u>Approaches to Learning (AtL):</u></b> – Thinking skills – Research skills – Social skills</p>

Prekindergarten	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><b><u>Central Idea: (1)</u></b> Learning about roles and responsibilities help me achieve agency within the community.</p> <p><b><u>Lines of Inquiry:</u></b> Roles and responsibilities within our school community <b>(Form)</b></p> <p>Roles and responsibilities within our families <b>(Form)</b></p> <p>Achieving agency in our community <b>(Function)</b></p> <p><b><u>Learner Profile</u></b> –Principled –Open-minded</p> <p><b><u>Approaches to Learning (AtL):</u></b> –Thinking skills –Communication skills –Self-management skills –Social skills</p>		<p><b><u>Central Idea: (Y)</u></b> Celebrations around the world differ across cultures.</p> <p><b><u>Lines of Inquiry:</u></b> Different celebrations across cultures <b>(Form)</b></p> <p>Different ways of expressing ourselves through celebrations <b>(Perspective)</b></p> <p>Differences and similarities of celebrations <b>(Connection)</b></p> <p><b><u>Learner Profile</u></b> –Communicators –Open-minded</p> <p><b><u>Approaches to Learning (AtL):</u></b> –Thinking skills –Communication skills</p>		<p><b><u>Central Idea: (2)</u></b> Transportation connects people locally and globally.</p> <p><b><u>Lines of Inquiry:</u></b> Different types of transport <b>(Form)</b></p> <p>Reasons for using a method of transport <b>(Causation)</b></p> <p>How transportation differs around the world <b>(Change)</b></p> <p><b><u>Learner Profile</u></b> –Principled –Open-minded</p> <p><b><u>Approaches to Learning (AtL):</u></b> –Thinking skills –Communication skills –Self-management skills –Social skills</p>	<p><b><u>Central Idea: (3)</u></b> Plants and animals provide vital resources for survival.</p> <p><b><u>Lines of Inquiry:</u></b> Resources plants and animals provide <b>(Form)</b></p> <p>Processes resources go through <b>(Function)</b></p> <p>Our responsibility to take care of plants and animals <b>(Responsibility)</b></p> <p><b><u>Learner Profile</u></b> –Inquirers –Knowledgeable –Caring</p> <p><b><u>Approaches to Learning (AtL):</u></b> –Thinking skills –Communication skills –Research skills –Self-management skills –Social skills</p>

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
	<p><b>Central Idea: (Y)</b> Social interactions promote learning and discovery.</p> <p><b>Lines of Inquiry:</b> How we interact with others <b>(Function)</b></p> <p>Ways we communicate through interacting with others <b>(Function)</b></p> <p>Learning and discovery through interactions <b>(Causation)</b></p> <p>Our responsibility in social interactions <b>(Responsibility)</b></p> <p><b>Learner Profile</b> –Communicators –Principled –Caring –Balanced</p> <p><b>Approaches to Learning (AtL):</b> –Thinking skills –Communication skills –Self-management skills –Social skills</p>		<p><b>Central Idea: (Y)</b> People use imagination and creativity to communicate and express themselves.</p> <p><b>Lines of Inquiry:</b> What it means to be creative and imaginative <b>(Form)</b></p> <p>How we express our emotions in different ways <b>(Perspective)</b></p> <p>Ways people communicate to express creativity and emotion <b>(Function)</b></p> <p><b>Learner Profile</b> –Communicators –Open-minded –Reflective</p> <p><b>Approaches to Learning (AtL):</b> –Thinking skills –Communication skills –Self-management skills –Social skills</p>	<p><b>Central Idea: (3)</b> Our senses help us to understand and interpret the world around us.</p> <p><b>Lines of Inquiry:</b> Our body parts <b>(Form)</b></p> <p>Our senses <b>(Form)</b></p> <p>How we use our body parts and senses to interpret the world around us <b>(Function &amp; Connection)</b></p> <p><b>Learner Profile</b> –Inquirers –Thinkers –Open-minded –Risk-takers</p> <p><b>Approaches to Learning (AtL):</b> –Thinking skills –Communication skills –Research skills –Self-management skills –Social skills</p>		<p><b>Central Idea: (4)</b> The well-being of our planet depends on the interaction of living things.</p> <p><b>Lines of Inquiry:</b> Classification of living things <b>(Form)</b></p> <p>How living things grow and change <b>(Function &amp; Change)</b></p> <p>How people’s actions affect living things <b>(Causation)</b></p> <p><b>Learner Profile</b> –Inquirers –Knowledgeable –Thinkers –Reflective</p> <p><b>Approaches to Learning (AtL):</b> –Thinking skills –Communication skills –Research skills</p>

Grade 1	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><b>Central Idea: (1)</b> Understanding our different roles and responsibilities help us to learn and improve our relationships.</p> <p><b>Lines of Inquiry:</b> Our different roles and responsibilities (<b>Form</b>)</p> <p>How relationships can be improved and developed (<b>Change</b>)</p> <p>Self-reflection for personal growth and understanding (<b>Responsibility</b>)</p> <p><b>Learner Profile</b> –Principled –Caring –Reflective</p> <p><b>Approaches to Learning (AtL):</b> –Thinking skills –Communication skills –Self-management skills –Social skills</p>	<p><b>Central Idea: (4)</b> Humans have a universal need for shelter.</p> <p><b>Lines of Inquiry:</b> Shelter as a human necessity (<b>Function</b>)</p> <p>Factors governing shelter choice (<b>Function</b>)</p> <p>How shelters have evolved over time (<b>Change</b>)</p> <p><b>Learner Profile:</b> –Inquirers –Knowledgeable –Communicators</p> <p><b>Approaches to Learning (AtL):</b> –Thinking skills –Communication skills –Research skills –Self-management skills –Social skills</p>	<p><b>Central Idea: (2)</b> We express, respond and react to feelings in different ways.</p> <p><b>Lines of Inquiry:</b> Emotions, how we respond and react to them (<b>Function</b>)</p> <p>Ways in which stories, art, drama, music and dance communicate and provoke emotion (<b>Connection</b>)</p> <p>Understanding different perspectives (<b>Perspective</b>)</p> <p><b>Learner Profile</b> –Communicators –Open-minded –Caring</p> <p><b>Approaches to Learning (AtL):</b> –Thinking skills –Communication skills –Research skills –Self-management skills –Social skills</p>	<p><b>Central Idea: (3)</b> Exploring the properties of light and sound can lead to new discoveries.</p> <p><b>Lines of Inquiry:</b> Properties and sources of light and sound (<b>Form</b>)</p> <p>Use of light and sound in daily life (<b>Function</b>)</p> <p>Solving problems using properties of the natural world (<b>Connection</b>)</p> <p><b>Learner Profile</b> –Inquirers –Knowledgeable –Thinkers</p> <p><b>Approaches to Learning (AtL):</b> –Thinking skills –Communication skills –Research skills –Self-management skills –Social skills</p>	<p><b>Central Idea: (5)</b> Communities reflect society’s needs.</p> <p><b>Lines of Inquiry:</b> Roles people play within a community (<b>Function</b>)</p> <p>The goods and services a community provides (<b>Form</b>)</p> <p>Human impact on shared resources and spaces (<b>Causation</b>)</p> <p><b>Learner Profile</b> –Inquirers –Principled –Reflective</p> <p><b>Approaches to Learning (AtL):</b> –Thinking skills –Communication skills –Research skills –Self-management skills –Social skills</p>	<p><b>Central Idea: (6)</b> Living things adapt to survive.</p> <p><b>Lines of Inquiry:</b> Features of living things that allow for survival (<b>Form</b>)</p> <p>How and why people mimic features of living things in the design process (<b>Causation</b>)</p> <p>How we use observation as part of the scientific process (<b>Function</b>)</p> <p><b>Learner Profile</b> –Inquirers –Thinkers –Caring</p> <p><b>Approaches to Learning (AtL):</b> –Thinking skills –Communication skills –Research skills –Self-management skills</p>

Grade 2	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><b>Central Idea: (1)</b> Making healthy choices helps us look after ourselves.</p> <p><b>Lines of Inquiry:</b> Healthy habits and routines <b>(Function)</b></p> <p>How our choices affect our health and well-being <b>(Connection)</b></p> <p>The consequences of our choices <b>(Responsibility)</b></p> <p><b>Learner Profile:</b> –Risk-takers –Balanced –Reflective</p> <p><b>Approaches to Learning (AtL):</b> –Thinking skills –Communication skills –Research skills –Self-management skills –Social skills</p>	<p><b>Central Idea: (2)</b> Geography influences human settlements.</p> <p><b>Lines of Inquiry:</b> The different geographical features around the world <b>(Form)</b></p> <p>The impact of human interaction on the physical environment <b>(Causation)</b></p> <p>The ways geographic features and natural resources affect human life <b>(Connection)</b></p> <p><b>Learner Profile:</b> –Inquirers –Communicators –Open-minded</p> <p><b>Approaches to Learning (AtL):</b> –Thinking skills –Communication skills –Research skills –Self-management skills –Social skills</p>	<p><b>Central Idea: (3)</b> Common values and different cultural perspectives can be shared through stories.</p> <p><b>Lines of Inquiry:</b> The various elements of stories <b>(Form)</b></p> <p>Ways to tell stories <b>(Function)</b></p> <p>Perspectives of stories in different cultures <b>(Perspective)</b></p> <p><b>Learner Profile:</b> –Communicators –Open-minded –Reflective</p> <p><b>Approaches to Learning (AtL):</b> –Thinking skills –Communication skills –Social skills</p>	<p><b>Central Idea: (5)</b> Materials have properties that can be used in many different ways.</p> <p><b>Lines of Inquiry:</b> The properties of materials and the states of matter <b>(Form)</b></p> <p>Changing properties Of materials <b>(Change)</b></p> <p>How materials can be used to meet our needs <b>(Function)</b></p> <p><b>Learner Profile:</b> –Inquirers –Thinkers –Knowledgeable</p> <p><b>Approaches to Learning (AtL):</b> –Thinking skills –Communication skills –Research skills</p>	<p><b>Central Idea: (4)</b> People use measurement to organize their daily lives.</p> <p><b>Lines of inquiry:</b> Why we use measurement in our daily lives <b>(Causation)</b></p> <p>How we use measurement in our daily lives <b>(Function)</b></p> <p>Different measurement tools around the world <b>(Form)</b></p> <p><b>Learner Profile:</b> –Inquirers –Thinkers</p> <p><b>Approaches to Learning (AtL):</b> –Communication skills –Research skills –Self-management skills</p>	<p><b>Central idea: (6)</b> All living things share natural resources.</p> <p><b>Lines of Inquiry:</b> Natural resources and how we use them <b>(Form &amp; Function)</b></p> <p>Interdependent relationships in ecosystems <b>(Connection)</b></p> <p>Our responsibility to conserve natural resources <b>(Responsibility)</b></p> <p><b>Learner Profile:</b> –Inquirers –Caring –Balanced</p> <p><b>Approaches to Learning (AtL):</b> –Communication skills –Research skills –Social skills</p>

Grade 3	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><b>Central Idea: (2)</b> Nature and nurture shape identity.</p> <p><b>Lines of Inquiry:</b> How humans are similar and different to other animals and each other <b>(Form)</b></p> <p>Heredity and its determining factors <b>(Function)</b></p> <p>How social and cultural factors affect our identity <b>(Causation)</b></p> <p><b>Learner Profile:</b> – Knowledgeable – Communicators – Reflective</p> <p><b>Approaches to Learning (AtL):</b> – Thinking skills – Communication skills – Research skills – Self-management skills</p>	<p><b>Central Idea: (6)</b> Communities evolve in response to challenges.</p> <p><b>Lines of Inquiry:</b> How challenges affect a community’s way of life <b>(Causation)</b></p> <p>How the challenges communities face have changed over time <b>(Change)</b></p> <p>The ways humans respond to challenges <b>(Perspective)</b></p> <p><b>Learner Profile:</b> – Inquirers – Knowledgeable – Reflective</p> <p><b>Approaches to Learning (AtL):</b> – Thinking skills – Communication skills – Research skills – Self-management skills</p>	<p><b>Central Idea: (3)</b> Poetry connects people with common feelings and ideas.</p> <p><b>Lines of Inquiry:</b> How different kinds of poetry express feelings and ideas <b>(Function)</b></p> <p>How poetry impacts people <b>(Perspective)</b></p> <p>The ways poetry connects people <b>(Connection)</b></p> <p><b>Learner Profile:</b> – Communicators – Risk-Takers – Reflective</p> <p><b>Approaches to Learning (AtL):</b> – Thinking skills – Communication skills – Research skills – Self-management skills – Social skills</p>	<p><b>Central Idea: (1)</b> The design of a structure depends on its purpose.</p> <p><b>Lines of Inquiry:</b> The reasons of why we need structures <b>(Causation)</b></p> <p>The materials used for structures <b>(Form)</b></p> <p>Design used for structures <b>(Function)</b></p> <p><b>Learner Profile:</b> – Principled – Knowledgeable – Thinkers –</p> <p><b>Approaches to Learning (AtL):</b> – Thinking skills – Self-management skills – Social skills</p>	<p><b>Central Idea: (5)</b> Climate impacts our way of life.</p> <p><b>Lines of Inquiry:</b> The relationship between climate and way of life <b>(Connection)</b></p> <p>The relationship between climate change and human activities <b>(Connection)</b></p> <p>Human responses to natural hazards <b>(Causation)</b></p> <p><b>Learner Profile:</b> – Knowledgeable – Principled – Caring</p> <p><b>Approaches to Learning (AtL):</b> – Thinking skills – Communication skills – Research skills – Social skills</p>	<p><b>Central Idea: (4)</b> The sustainability of an ecosystem depends on balance.</p> <p><b>Lines of Inquiry:</b> The interdependence of elements in an ecosystem <b>(Function)</b></p> <p>How human activities impact balance in an ecosystem <b>(Responsibility)</b></p> <p>How organisms react to changes in an ecosystem <b>(Change)</b></p> <p><b>Learner Profile:</b> – Inquirers – Thinkers – Principled – Caring</p> <p><b>Approaches to Learning (AtL):</b> – Thinking skills – Communication skills – Research skills – Self-management skills – Social skills</p>

Grade 4	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><b>Central Idea: (4)</b> Human interactions affect the community.</p> <p><b>Lines of Inquiry:</b> The connection between people and communities <b>(Connection)</b></p> <p>Understanding one’s responsibility in a community <b>(Responsibility)</b></p> <p>Physical, social and emotional characteristics <b>(Form)</b></p> <p><b>Learner Profile:</b> – Knowledgeable – Thinkers</p> <p><b>Approaches to Learning (AtL):</b> – Communication skills – Research skills</p>	<p><b>Central Idea: (1)</b> The past influences today.</p> <p><b>Lines of Inquiry:</b> Ingenuity in today’s world and its connection past civilizations <b>(Connection)</b></p> <p>How societies have changed over time <b>(Change)</b></p> <p>Artifacts as information and evidence of past civilizations <b>(Function)</b></p> <p><b>Learner Profile:</b> – Knowledgeable – Thinkers – Open-minded – Caring – Risk-takers</p> <p><b>Approaches to Learning (AtL):</b> – Communication skills – Self-management skills – Social skills</p>	<p><b>Central Idea: (3)</b> Text conveys ideas, emotions and beliefs.</p> <p><b>Lines of Inquiry:</b> Literature study: Harry Potter and the Sorcerer’s Stone as a means for expression and interpretation <b>(Form)</b></p> <p>Poetry and poetic devices <b>(Form)</b></p> <p>The ways we analyze media and products <b>(Function)</b></p> <p><b>Learner Profile:</b> – Communicators – Principled – Open-minded – Caring</p> <p><b>Approaches to Learning (AtL):</b> – Communication skills – Self-management skills – Social skills</p>	<p><b>Central idea: (5)</b> Exploring energy leads to the interpretation of processes.</p> <p><b>Lines of Inquiry:</b> How the scientific method supports inquiry <b>(Function)</b></p> <p>The scientific principles of light and sound <b>(Form)</b></p> <p>How light and sound are used in daily life <b>(Function)</b></p> <p><b>Learner Profile:</b> – Inquirers – Knowledgeable – Thinkers – Reflective</p> <p><b>Approaches to Learning (AtL):</b> – Communication skills – Research skills – Self-management skills</p>	<p><b>Central Idea: (6)</b> Existence depends on the supply and demand of environmental resources.</p> <p><b>Lines of Inquiry:</b> The relationship between the natural environment and industrial development <b>(Connection)</b></p> <p>Balancing human needs and wants with environmental stewardship <b>(Responsibility)</b></p> <p>Political and physical regions <b>(Form)</b></p> <p>Global and local impact of our decisions as consumers <b>(Connection)</b></p> <p><b>Learner Profile:</b> – Thinkers – Communicators – Open-minded – Risk-takers – Reflective</p> <p><b>Approaches to Learning (AtL):</b> – Communication skills</p>	<p><b>Central Idea: (2)</b> Consumption of resources affects sustainability.</p> <p><b>Lines of Inquiry:</b> Geological resources <b>(Form)</b></p> <p>Sustainability and responsible use of geological resources <b>(Responsibility)</b></p> <p>How we use geological resources <b>(Function)</b></p> <p><b>Learner Profile:</b> – Inquirers – Knowledgeable – Thinkers – Communicators</p> <p><b>Approaches to Learning (AtL):</b> – Thinking skills – Communication skills – Research skills – Self-management skills – Social skills</p>

Grade 5	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><b>Central Idea: (2)</b> Religions and cultures have common beliefs and values.</p> <p><b>Lines of Inquiry:</b> Elements of different belief systems (<b>Form</b>)</p> <p>How belief systems are connected (<b>Connection</b>)</p> <p>Cultural values and beliefs (<b>Perspective</b>)</p> <p><b>Learner Profile:</b> – Communicators – Open-minded</p> <p><b>Approaches to Learning (AtL):</b> – Thinking skills – Communication skills – Research skills – Self-management skills – Social skills</p>	<p><b>Central Idea: (3)</b> Exploration impacts communities.</p> <p><b>Lines of Inquiry:</b> The circumstances that drive exploration (<b>Connection</b>)</p> <p>The impact of exploration on communities (<b>Responsibility</b>)</p> <p>Different perspectives and values lead to different actions (<b>Perspective</b>)</p> <p><b>Learner Profile:</b> – Inquirers – Knowledgeable</p> <p><b>Approaches to Learning (AtL):</b> – Communication skills – Research skills – Social skills</p>	<p><b>Central Idea: (5)</b> Media has the power to influence thinking and behavior.</p> <p><b>Lines of Inquiry:</b> Forms and purposes of media (<b>Function</b>)</p> <p>How media influences the choices we make (<b>Causation</b>)</p> <p>Media can promote values, lifestyle and points of view (<b>Perspective</b>)</p> <p><b>Learner Profile:</b> – Communicators – Risk-takers</p> <p><b>Approaches to Learning (AtL):</b> – Thinking skills – Communication skills</p>	<p><b>Central Idea: (1)</b> Forces in the universe affect Earth.</p> <p><b>Lines of Inquiry:</b> Characteristics of the Solar System (<b>Form</b>)</p> <p>The forces at work on planet Earth (<b>Function</b>)</p> <p>What makes life possible on Earth (<b>Connection</b>)</p> <p><b>Learner Profile:</b> – Inquirers – Knowledgeable</p> <p><b>Approaches to Learning (AtL):</b> – Thinking skills – Communication skills – Research skills – Self-management skills – Social skills</p>	<p><b>Central Idea: (4)</b> There are local and global organizations influencing societies on the ways human use of energy and resources.</p> <p><b>Lines of Inquiry:</b> Natural resources (<b>Form</b>)</p> <p>Local and global organizations on preserving natural resources (<b>Function</b>)</p> <p>The ways organizations affect the society (<b>Change</b>)</p> <p><b>Learner Profile:</b> – Inquirers – Knowledgeable</p> <p><b>Approaches to Learning:</b> – Communication skills</p>	<p><b>The Exhibition Unit</b></p> <p><b>Learner Profile:</b> – Inquirers – Knowledgeable – Thinkers – Communicators – Principled – Open-minded – Caring – Risk-takers – Balanced – Reflective</p> <p><b>Approaches to Learning (AtL):</b> – Thinking skills – Communication skills – Research skills – Self-management skills – Social skills</p>