

	WHO WE ARE	HOW WE ORGANIZE OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE EXPRESS OURSELVES	WHERE WE ARE IN PLACE AND TIME
Grade 1 (age 6-7)	<p><b>3 Sep-Oct (6 weeks)</b></p> <p><i>An inquiry into:</i> physical, emotional, social and spiritual health and well-being</p> <p><b>Central idea</b> People take care of themselves and others in order to live peacefully.</p> <p><b>Key concepts:</b> function, responsibility, perspective</p> <p><b>Related concepts:</b> wellbeing, daily tasks, nutrition, emotions</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The foods that help our bodies grow</li> <li>How we take care of ourselves</li> <li>Communicating our ideas and feelings</li> </ul>	<p><b>1 Apr-May (6 weeks)</b></p> <p><i>An inquiry into:</i> interactions within and between social and ecological systems</p> <p><b>Central idea</b> People connect and grow in shared spaces.</p> <p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Related concepts:</b> community, relationships, participation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Shared spaces in the community</li> <li>Functions and rules of shared spaces</li> <li>People's roles and responsibilities when using shared spaces</li> </ul>	<p>Year-long</p> <p><i>An inquiry into:</i> patterns, cycles, systems</p> <p><b>Central idea</b> The changing seasons affect how we live our lives.</p> <p><b>Key concepts:</b> change, form, causation</p> <p><b>Related concepts:</b> seasons, cycles, festivals, activities, growth</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How the environment changes from season to season</li> <li>The cycles plants go through to grow up</li> <li>The activities we do in different seasons</li> </ul>	<p><b>2 Jun-Jul (5 weeks)</b></p> <p><i>An inquiry into:</i> rights, responsibilities and dignity of all (living things)</p> <p><b>Central idea</b> Living things have unique needs that must be met for them to survive</p> <p><b>Key concepts:</b> connection, responsibility</p> <p><b>Related concepts:</b> needs, survival, animal types</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The characteristics and needs of living things</li> <li>Our role in caring for living things</li> </ul>	<p><b>4 Nov-Dec (7 weeks)</b></p> <p><i>An inquiry into:</i> inspiration, imagination, creativity</p> <p><b>Central idea</b> Stories change how we see the world</p> <p><b>Key concepts:</b> form, connection, perspective</p> <p><b>Related concepts:</b> creativity, communication, imagery</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different types of stories and their structures</li> <li>Personal stories</li> <li>How stories change the way we think</li> </ul>	<p><b>5 Jan-Mar (5 weeks)</b></p> <p><i>An inquiry into:</i> communities, heritage, culture and environment</p> <p><b>Central idea</b> Everyone has a role in creating a welcoming community.</p> <p><b>Key concepts:</b> connection, perspective, responsibility</p> <p><b>Related concepts:</b> culture, value and beliefs, empathy</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>What makes our community unique</li> <li>How we can take action to help others feel welcome</li> </ul>
Grade 2 (age 7-8)	<p><b>5 Jan-Mar (5 weeks)</b></p> <p><i>An inquiry into:</i> relationships and belonging, learning and growing</p> <p><b>Central idea</b> Reflecting on our growth helps us appreciate ourselves and those who helped us.</p> <p><b>Key concepts:</b> change, connection, responsibility</p> <p><b>Related concepts:</b> reflection, growth, gratitude, appreciation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How we have grown and changed over time</li> <li>People and experiences that have influenced our growth</li> <li>Expressing our learning and achievements</li> </ul>	<p><b>4 Nov-Dec (7 weeks)</b></p> <p><i>An inquiry into:</i> approaches to livelihoods and trade practices: intended and unintended consequences</p> <p><b>Central idea</b> People work together to create and maintain a community.</p> <p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Related concepts:</b> community helpers, local businesses and services, cooperation, collaboration, gratitude, appreciation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How communities are organized to support people's needs.</li> <li>The different roles and responsibilities of people in a community.</li> <li>The importance of appreciating and contributing to our community.</li> </ul>	<p><b>2 Flexible launch and duration (Term 1)</b></p> <p><i>An inquiry into:</i> patterns, cycles, systems</p> <p><b>Central idea</b> Living things respond to their environments in different ways.</p> <p><b>Key concepts:</b> causation, connection, responsibility</p> <p><b>Related concepts:</b> behavior, adaptation, observation, environment</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Observable behaviors and changes in living things</li> <li>How environments affect the behavior and well-being of living things</li> <li>How close observation helps us understand and care for living things</li> </ul>	<p>Year-long</p> <p><i>An inquiry into:</i> nature, complexity, coexistence and wisdom</p> <p><b>Central idea</b> Plants play an essential role in our lives.</p> <p><b>Key concepts:</b> causation, perspective, responsibility</p> <p><b>Related concepts:</b> observation, nurturing, care, growth</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How we care for plants to help them grow</li> <li>How plants provide food and benefits to people</li> <li>What we learn by observing and growing plants</li> </ul>	<p><b>3 Sep-Oct (6 weeks)</b></p> <p><i>An inquiry into:</i> inspiration, imagination, creativity</p> <p><b>Central idea</b> People express themselves through new ideas, creation, and play.</p> <p><b>Key concepts:</b> form, function, perspective, collaboration</p> <p><b>Related concepts:</b> creativity, innovation, collaboration</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Ways people use creativity and play to show who they are.</li> <li>How toys and games reflect culture, traditions, and imagination.</li> <li>Communicating through creation and play.</li> </ul>	<p><b>1 May-June (5 weeks)</b></p> <p><i>An inquiry into:</i> communities, heritage, culture and environment</p> <p><b>Central idea</b> Our community is special because of the people and places in it.</p> <p><b>Key concepts:</b> form, connection, perspective</p> <p><b>Related concepts:</b> community, identity, relationship</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The different places and people in our community</li> <li>How we can learn more about our community</li> <li>What makes our community special to us</li> </ul>
Grade 3 (age 8-9)	<p><b>1 Apr-May (6 weeks)</b></p> <p><i>An inquiry into:</i> physical, emotional, social and spiritual health and well-being</p> <p><b>Central idea</b> Belief systems help us understand the world and what it means to be human.</p> <p><b>Key concepts:</b> form, connection, perspective</p> <p><b>Related concepts:</b> values, identity, culture</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Personal belief systems, customs and traditions around the world</li> <li>How belief systems influence the way we live and interact with others</li> <li>How values contribute to the engagement and actions of communities</li> </ul>	<p><b>2 May-July (6 weeks)</b></p> <p><i>An inquiry into:</i> representation, collaboration and decision-making</p> <p><b>Central idea</b> People use signs and symbols to help them communicate with others in their community and around the world.</p> <p><b>Key concepts:</b> form, function, connection</p> <p><b>Related concepts:</b> culture, media, pattern, access</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Iconography</li> <li>How visual language facilitates communication</li> <li>Specialized systems of communication</li> </ul>	<p><b>3 Sep-Oct (6 weeks)</b></p> <p><i>An inquiry into:</i> discovery, design, innovation: possibilities and impacts</p> <p><b>Central idea</b> Scientific principles influence the way we design and create inventions.</p> <p><b>Key concepts:</b> function, causation, connection</p> <p><b>Related concepts:</b> forces and motions, energy transformation, materials properties, innovation, ethics</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The properties and behaviors of electricity, magnetism, and forces.</li> <li>How scientific principles are applied in creating inventions.</li> <li>How we can use knowledge of science to solve real-world problems.</li> </ul>	<p>Year-long</p> <p><i>An inquiry into:</i> nature, complexity, coexistence and wisdom</p> <p><b>Central idea</b> Human interactions with nature have an influence on living things and ecosystems</p> <p><b>Key concepts:</b> causation, change, responsibility</p> <p><b>Related concepts:</b> interdependence, sustainability, cycle, adaptation, growth, conservation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How living things interact with their environment.</li> <li>Life cycles and growth patterns of plants and animals.</li> <li>How human actions influence plant and animal life.</li> </ul>	<p><b>5 Jan-Feb (5 weeks)</b></p> <p><i>An inquiry into:</i> inspiration, imagination, creativity</p> <p><b>Central idea</b> People use imagination and creativity to express ideas, feelings, and stories in different ways.</p> <p><b>Key concepts:</b> perspective, form, reflection</p> <p><b>Related concepts:</b> voice, imagination, expression, creativity</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Different ways people express ideas and feelings</li> <li>How imagination inspires creativity</li> <li>Understanding and respecting different voices and perspectives</li> </ul>	<p><b>4 Oct-Nov (6 weeks)</b></p> <p><i>An inquiry into:</i> periods, events and artefacts: communities, heritage, culture and environment</p> <p><b>Central idea</b> The history and development of our city influence how we live today.</p> <p><b>Key concepts:</b> change, connection, perspective</p> <p><b>Related concepts:</b> time, location, economy, society</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How our city has changed over time</li> <li>The role of people in the development of the city</li> <li>How the city's history affects our lives today</li> </ul>
Grade 4 (age 9-10)	<p><b>4 Oct-Nov (6 weeks)</b></p> <p><i>An inquiry into:</i> physical, emotional, social and spiritual health and well-being</p> <p><b>Central idea</b> Understanding how our body works helps us make choices to stay healthy and active.</p> <p><b>Key concepts:</b> function, causation, responsibility</p> <p><b>Related concepts:</b></p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The structure and function of the muscular and skeletal systems</li> <li>The impact of exercise and nutrition on the human body</li> <li>Making personal choices to maintain a healthy lifestyle</li> </ul>	<p><b>3 Sep-Oct (6 weeks)</b></p> <p><i>An inquiry into:</i> interactions within and between social and ecological systems</p> <p><b>Central idea</b> Communities organize systems and dedicate efforts to meet needs, protect lives, and create a better future.</p> <p><b>Key concepts:</b> causation, function, responsibility</p> <p><b>Related concepts:</b></p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The causes and effects of natural disasters</li> <li>Different ways communities organize themselves to protect lives and the environment</li> <li>Actions we could take to protect nature and improve people's lives</li> </ul>	<p>Year-long</p> <p><i>An inquiry into:</i> patterns, cycles, systems</p> <p><b>Central idea</b> Living things adapt and respond to the changing patterns of the natural world.</p> <p><b>Key concepts:</b> change, connection</p> <p><b>Related concepts:</b></p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How changes in weather and seasons affect the environment</li> <li>Ways plants and animals respond to seasonal changes</li> <li>How human observe, record, and use knowledge of natural patterns</li> </ul>	<p><b>1 Apr-May (6 weeks)</b></p> <p><i>An inquiry into:</i> nature, complexity, coexistence and wisdom</p> <p><b>Central idea</b> Human-made systems impact the way communities live and sustain the environment.</p> <p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Related concepts:</b></p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How human-made systems support daily life</li> <li>The connection between human needs, natural resources, and technology</li> <li>The impact of resource use and waste management on communities and the environment</li> </ul>	<p><b>2 June-July (6 weeks)</b></p> <p><i>An inquiry into:</i> inspiration, imagination, creativity</p> <p><b>Central idea</b> Observing the natural world inspires creative expression and personal understanding.</p> <p><b>Key concepts:</b> connection, perspective, responsibility</p> <p><b>Related concepts:</b></p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How the natural world inspires artists.</li> <li>How creative expression helps us understand our feelings about nature.</li> <li>How appreciating nature can help us develop a sense of responsibility for it.</li> </ul>	<p><b>5 Jan-Feb (5 weeks)</b></p> <p><i>An inquiry into:</i> communities, heritage, culture and environment</p> <p><b>Central idea</b> The interaction between people, culture, and geography shapes how regions develop and connect globally.</p> <p><b>Key concepts:</b> form, causation, connection</p> <p><b>Related concepts:</b></p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The physical and cultural characteristics of regions</li> <li>How regions use cultural heritage</li> <li>Ways regions are connected to the world</li> </ul>
Grade 5 (age 10-11)	<p><b>3 Sep-Oct (6 weeks)</b></p> <p><i>An inquiry into:</i> physical, emotional, social and spiritual health and well-being</p> <p><b>Central idea</b> Living things change and grow through different stages that support new life.</p> <p><b>Key concepts:</b> form, change, connection</p> <p><b>Related concepts:</b> maturity, wellbeing, reproduction, growth, cycles, development</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The physical and developmental changes living things go through in life.</li> <li>The conditions that support healthy growth.</li> <li>Our responsibility to understand and support life and growth.</li> </ul>	<p><b>4 Oct-Nov (6 weeks)</b></p> <p><i>An inquiry into:</i> approaches to livelihoods and trade practices: intended and unintended consequences</p> <p><b>Central idea</b> The food we grow and eat is dependent on the land, the weather, and people's traditions.</p> <p><b>Key concepts:</b> function, perspective, causation</p> <p><b>Related concepts:</b> production, climate, culture, geography</p> <p><b>Line of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How communities use local resources to produce food.</li> <li>How geography and climate shape food production.</li> <li>How cultural practices and traditions influence the types of food produced and consumed.</li> </ul>	<p><b>2 Jun-Jul (5 weeks)</b></p> <p><i>An inquiry into:</i> discovery, design, innovation: possibilities and impacts</p> <p><b>Central idea</b> Natural materials can undergo changes that provide benefits and challenges for society and the environment.</p> <p><b>Key concepts:</b> form, change, responsibility</p> <p><b>Related concepts:</b> sustainability, transformation, industrialization, innovation, trade</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Conditions that cause reversible and irreversible changes in materials</li> <li>How societies take advantage of the properties of materials</li> <li>The impact of retrieval, production and the use of materials on the environment</li> </ul>	<p><b>1 Apr-May (6 weeks)</b></p> <p><i>An inquiry into:</i> nature, complexity, coexistence and wisdom</p> <p><b>Central idea</b> Understanding natural disasters helps communities reduce risks and build a sustainable future.</p> <p><b>Key concepts:</b> causation, change, responsibility</p> <p><b>Related concepts:</b> innovation, public safety, climate change</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The causes of natural disasters and their impact on humans and the environment.</li> <li>The strategies used to respond to and resolve environmental crises.</li> <li>How disaster responses have changed over time and their role in building a sustainable future.</li> </ul>	<p><b>5 Nov-Dec (4 weeks)</b></p> <p><i>An inquiry into:</i> personal, social and cultural modes and practices of communication; intentions, perceptions, interpretations and responses</p> <p><b>Central idea</b> People use various forms of media, and technology to communicate and shape understanding in their societies.</p> <p><b>Key concepts:</b> change, connection, perspective</p> <p><b>Related concepts:</b> aesthetics, metaphor</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How people express ideas and information through different forms of media</li> <li>How media and technology influence understanding and behaviour</li> <li>How we can create and share information with purpose</li> </ul>	<p><b>6 Jan-Mar EXHIBITION</b></p>
Grade 6 (age 11-12) (aspirational topics)	<p><b>Central idea</b> Understanding the influences on your brain impacts decision-making.</p> <p><b>Key concepts:</b> function, connection, causation, responsibility</p> <p><b>Related concepts:</b> biology, mental health, identity</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The biological functions and development of the brain</li> <li>External factors affect the brain (addictions, habits, stress)</li> <li>Understanding the ways our brains process information helps us learn and make decisions responsibly</li> </ul>	<p><b>Central idea</b> Government systems influence the lives of citizens.</p> <p><b>Key concepts:</b> function, perspective, responsibility</p> <p><b>Related concepts:</b> equality, citizenship, governance, law, politics</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How government systems function and impact citizens</li> <li>How decision-making practices reflect human rights</li> <li>The rights and responsibilities of citizenship</li> </ul>	<p><b>Central idea</b> Understanding of scientific knowledge is constantly evolving and has an impact on people's lives.</p> <p><b>Key concepts:</b> change, connection, responsibility</p> <p><b>Related concepts:</b> ingenuity, progress, ethics, sustainability</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>What leads to advances in scientific knowledge and understanding</li> <li>The role of technology in scientific understanding</li> <li>The effects of scientific advances on people and the environment</li> </ul>	<p><b>Central idea</b> Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p><b>Key concepts:</b> causation, connection, responsibility</p> <p><b>Related concepts:</b> balance, biodiversity, interdependence</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Ways in which ecosystems, biomes and environments are interdependent</li> <li>How human interaction with the environment can affect the balance of systems</li> <li>The consequences of imbalance within ecosystems</li> </ul>	<p><b>Key concepts:</b> change, perspective, reflection, impression</p> <p><b>Related concepts:</b> identity, status, image, impression</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How appearance and behavior influence our perception of others</li> <li>The influence of cultural and social norms on how we choose to present ourselves</li> <li>Fashion as a form of expression</li> </ul>	<p><b>6 Jan-Mar EXHIBITION</b></p>