



## JISK PROGRAMME OF INQUIRY 2019 – 2020

Grade	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	<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>	<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>	<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>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>	<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>	<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>
Todd 2	<b>Central Idea:</b> Senses help to observe and describe the world.		<b>Central Idea:</b> Through play, we express our feelings, ideas and make discoveries.		<b>Central Idea:</b> People play different roles in the communities to which they belong.	<b>Central Idea:</b> Insects affect the environment in many different ways.
	<b>Lines of Inquiry:</b> -Five senses and how they help people learn -Using five senses to classify objects -Different ways to describe the world		<b>Lines of Inquiry:</b> -Expressing ourselves through play -Different ways to play -The way play can lead to new discoveries		<b>Lines of Inquiry:</b> -Various communities we belong to -Roles of people who are part of our communities -How communities are organized	<b>Lines of Inquiry:</b> -characteristics of insects -role of insects in our environment -human responsibility towards insects
	<b>Focus on</b> Science                      Reading So.St.                         Math Writing Other-_____		<b>Focus on</b> Science      Reading So.St.        Math Writing Other-_____		<b>Focus on</b> Science      Reading So.St.        Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.        Math Writing Other-_____
	<b>Key Concepts:</b> form, function, perspective		<b>Key Concepts:</b> function, connection, causation		<b>Key Concepts:</b> function, form, connection	<b>Key Concepts:</b> Form, function, responsibility
	<b>Attributes:</b> Communicators, thinker, reflective		<b>Attributes:</b> inquirer, courageous, communicator		<b>Attributes:</b> thinker, knowledgeable, principled	<b>Attributes:</b> knowledgeable, inquirer, caring
	<b>Related Concepts:</b> Properties, Communication, subjectivity		<b>Related Concepts:</b> communication, discovery, play		<b>Related Concepts:</b> community, roles, interaction	<b>Related Concepts:</b> Structure, role, initiative
	<b>Attitudes:</b> curiosity, appreciation		<b>Attitudes:</b> creativity, enthusiasm		<b>Attitudes:</b> cooperation, appreciation, integrity	<b>Attitudes:</b> cooperation, empathy, respect
	<b>Skills:</b> Research (observing)		<b>Skills:</b> Communication (Listening, speaking, Viewing, presenting)		<b>Skills:</b> Social (cooperating, group decision-making, respecting others)	<b>Skills:</b> Research (Formulating questions, Observing, collecting data)



Grade	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	<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>	<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>	<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>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>	<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>	<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>
KG 1	<b>Central Idea:</b> Who I am and what I do impacts my development.		<b>Central Idea:</b> Stories can engage their audience and communicate meaning.	<b>Central Idea:</b> The Earth's natural cycles influence our activities		Plants sustain life on Earth and play a role in our lives.
	<b>Lines of Inquiry:</b> -Our physical characteristics and abilities -How we are growing and changing -Our responsibility towards our well-being		<b>Lines of Inquiry:</b> -What is a story -How stories are created and shared -Feelings and emotions that stories evoke	<b>Lines of Inquiry:</b> -Earth's natural cycles -The actions people take in response to Earth's natural cycles -Patterns of behavior in living things related to Earth's natural cycles		<b>Lines of Inquiry:</b> -Caring for plants -Products we derive from plants - How plants contribute to life on Earth
	<b>Focus on</b> Science      Reading So.St.        Math Writing Other- _____		<b>Focus on</b> Science      Reading So.St.        Math Writing Other- _____	<b>Focus on</b> Science      Reading So.St.        Math Writing Other- _____		<b>Focus on</b> Science      Reading So.St.        Math Writing Other- _____
	<b>Key Concepts:</b> function, change, responsibility		<b>Key Concepts:</b> form, connection, perspective	<b>Key Concepts:</b> causation, change, connection		<b>Key Concepts:</b> causation, perspective, responsibility
	<b>Attributes:</b> open minded, balanced, caring		<b>Attributes:</b> reflective, courageous, communicator,			<b>Attributes:</b> caring, inquirer, knowledgeable
	<b>Related Concepts:</b> structure, similarities, differences, growth, transformation		<b>Related Concepts:</b> communication, characterization, expression	<b>Related Concepts:</b> cycles, interaction, pattern, adaptation, transformation,		<b>Related Concepts:</b> interdependence, appreciation
	<b>Attitudes:</b> respect, cooperation, appreciation		<b>Attitudes:</b> creativity, confidence, empathy	<b>Attitudes:</b> enthusiasm, curiosity		<b>Attitudes:</b> commitment, tolerance
<b>Skills:</b> self-management (organizing, healthy lifestyle, informed choices)		<b>Skills:</b> Communication (Listening, Reading, Viewing, Presenting)	<b>Skills:</b> Research (Formulating questions, observing, Presenting research findings) thinking (Acquisition of Knowledge)		<b>Skills:</b> Thinking (metacognition and comprehension)	



Grade	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organise ourselves	An inquiry into: Sharing the planet
	<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>	<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>	<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>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>	<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>	<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>
KG 2	<b>Central Idea:</b> Awareness of our characteristics, abilities and interests informs our learning and development.	<b>Central Idea:</b> Recognition of other cultures helps us understand the world.	<b>Central Idea:</b> Celebrations and traditions are expressions of shared beliefs and values.			<b>Central Idea:</b> Human activities have an impact on animal survival.
	<b>Lines of Inquiry:</b> -Physical, social and emotional -Characteristics Similarities and differences between ourselves and others -Personal abilities and interests	<b>Lines of Inquiry:</b> -Countries and cultures of the world -Comparing and contrasting countries -Respecting people from different races	<b>Lines of Inquiry:</b> • Features of traditions and celebrations • Symbolic representations of celebrations and traditions • What meaning people assign to celebrations and traditions			<b>Lines of Inquiry:</b> -Different kinds of natural habitats -Reasons threatening animal survival -Our role in protecting animals
	<b>Focus on</b> Science Reading So.St. Math Writing Other- _____	<b>Focus on</b> Science Reading So.St. Math Writing Other- _____	<b>Focus on</b> Science Reading So.St. Math Writing Other- _____			<b>Focus on</b> Science Reading So.St. Math Writing Other- _____
	<b>Key Concepts:</b> Change, Perspective, Form	<b>Key Concepts:</b> Form, connection, perspective	<b>Key Concepts:</b> function, connection, perspective			<b>Key Concepts:</b> Form, causation, responsibility
	<b>Attributes:</b> Inquirer, Thinker, Balanced	<b>Attributes:</b> Knowledgeable, Open-minded, Caring	<b>Attributes:</b> Communicator, Open-minded, Inquirer			<b>Attributes:</b> Caring, Reflective, Principled
	<b>Related Concepts:</b> identity, similarities and differences	<b>Related Concepts:</b> cultures, similarities and differences	<b>Related Concepts:</b> beliefs, values, belonging, culture			<b>Related Concepts:</b> Properties, impact, responsibility
	<b>Attitudes:</b> Confidence, Curiosity, Independence	<b>Attitudes:</b> Curiosity, Respect, Cooperation,	<b>Attitudes:</b> Appreciation, Creativity, Enthusiasm			<b>Attitudes:</b> Empathy, Commitment
<b>Skills:</b> self-management (codes of behavior,)	<b>Skills:</b> Research (Formulating questions, interpreting data)	<b>Skills:</b> social (Respecting others)			<b>Skills:</b> Thinking (Comprehension, Metacognition)	



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	<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>	<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>	<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>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>	<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>	<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	<b>Central Idea:</b> The choices people make affect their health and well-being.	<b>Central Idea:</b> There are many forms and reasons for journeys which may lead to change.	<b>Central Idea:</b> Images communicate ideas and information.	<b>Central Idea:</b> All living things go through a process of change.	<b>Central Idea:</b> Schools are organised to help us learn and play together	<b>Central Idea:</b> Human activities create waste which can affect our environment.
	<b>Lines of Inquiry:</b> -What it means to have a balanced lifestyle -How the choices we make affect our health -Different sources of information that help us make choices	<b>Lines of Inquiry:</b> -concept of journey -why people make journeys -how journeys may lead to change	<b>Lines of Inquiry:</b> -The use of static and moving images in different media -How design elements of images support communication -How we interpret and respond to images	<b>Lines of Inquiry:</b> • Characteristics of living things • How living things change over their lifetime • Factors that can influence life cycles	<b>Lines of Inquiry:</b> -what a school community is -routines and systems that help us learn -our responsibilities as learners	<b>Lines of Inquiry:</b> -What waste is -Effects of waste on our environment -How our actions affect waste disposal
	<b>Focus on</b> Science      Reading So.St.      Math Writing Other- _____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other- _____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other- _____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other- _____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other- _____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other- _____
	<b>Key Concepts:</b> : Form, Causation, Connection	<b>Key Concepts:</b> Causation, Form, Change,	<b>Key Concepts:</b> Function, Connection, Perspective	<b>Key Concepts:</b> Form, Change, Causation	<b>Key Concepts:</b> Function, Connection, Responsibility	<b>Key Concepts:</b> Form, Causation, Responsibility
	<b>Attributes:</b> Balanced, Thinker, Knowledgeable	<b>Attributes:</b> Thinker, Knowledgeable, Courageous	<b>Attributes:</b> Communicator, Knowledgeable, Reflective	<b>Attributes:</b> inquirer, knowledgeable, reflective	<b>Attributes:</b> thinker, caring, Open Minded	<b>Attributes:</b> principled, risk taker, caring
	<b>Related Concepts:</b> choice, influence, balance	<b>Related Concepts:</b> Impact, transformation, adaptation	<b>Related Concepts:</b> creativity, communication, imagery	<b>Related Concepts:</b> cycles, transformation, similarities and differences, impact	<b>Related Concepts:</b> work, collaboration, organisation	<b>Related Concept:</b> Properties, impact, consequences, responsibility, review
	<b>Attitudes:</b> enthusiasm, independence, cooperation	<b>Attitudes:</b> enthusiasm, curiosity	<b>Attitudes:</b> creativity, appreciation, confidence	<b>Attitudes:</b> curiosity, tolerance, cooperation	<b>Attitudes:</b> appreciation, empathy	<b>Attitudes:</b> integrity, respect, cooperation, empathy, commitment
<b>Skills:</b> self- management, thinking	<b>Skills:</b> thinking , research	<b>Skills:</b> communication, self-management	<b>Skills:</b> thinking, research	<b>Skills:</b> social, self- management	<b>Skills:</b> social, thinking	



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	<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>	<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>	<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>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>	<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>	<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>Grade 2</b>	<b>Central Idea:</b> Human beings have social and emotional needs.	<b>Central Idea:</b> Human migration is a response to challenges and opportunities.	<b>Central Idea:</b> Stories are ways of expressing ourselves	<b>Central Idea:</b> Planet Earth has evolved over time and continues to change.	<b>Central Idea:</b> People create organizations to solve problems and support human endeavor and enterprise.	<b>Central Idea:</b> Living things adapt to their environment to survive
	<b>Lines of Inquiry:</b> -the relationships between individuals and groups •How to develop relationships •Roles and behaviors within relationships	<b>Lines of Inquiry:</b> -Migration throughout history -Reasons for migration -What we can experience and learn through migrations	<b>Lines of Inquiry:</b> • What is a story • What are different types of stories • Different ways we can express ourselves through stories	<b>Lines of Inquiry:</b> -Origin of the Earth and its physical features -The reasons for the changes in the physical features of Earth -Our preparedness towards these changes	<b>Lines of Inquiry:</b> • Why people join organizations • Strategies for problem solving within an organization • What makes an organization successful	<b>Lines of Inquiry:</b> characteristics and needs of living things -circumstances that lead to adaptation -ways in which living things adapt
	<b>Focus on</b> Science      Reading So.St.      Math Writing Other- _____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other- _____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other- _____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other- _____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other- _____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other- _____
	<b>Key Concepts:</b> form, function, reflection	<b>Key Concepts:</b> Form, causation, perspective	<b>Key Concepts:</b> function, perspective, reflection	<b>Key Concepts:</b> Form, change, responsibility	<b>Key Concepts:</b> function, connection, responsibility	<b>Key Concepts:</b> form, causation, change
	<b>Attributes:</b> reflective, caring, balanced, courageous	<b>Attributes:</b> inquirer, courageous, knowledgeable	<b>Attributes:</b> open-minded, communicator, thinker	<b>Attributes:</b> knowledgeable, inquirer, thinker	<b>Attributes:</b> thinker, inquirer, principled	<b>Attributes:</b> caring, thinker, inquirer
	<b>Related Concepts:</b> pattern, roles, responsibility, behavior	<b>Related Concepts:</b> similarities, differences, consequences, subjectivity, opinion	<b>Related Concepts:</b> perception, self-expression	<b>Related Concepts:</b> properties, structure, consequences, impact, initiative	<b>Related Concepts:</b> work, collaboration, service	<b>Related Concepts:</b> Properties, impact, adaptation
	<b>Attitudes:</b> respect, commitment, cooperation	<b>Attitudes:</b> enthusiasm, curiosity, appreciation	<b>Attitudes:</b> independence, creativity, confidence	<b>Attitudes:</b> empathy, tolerance, creativity	<b>Attitudes:</b> tolerance, integrity, cooperation	<b>Attitudes:</b> enthusiasm, empathy, curiosity
	<b>Skills:</b> social (accepting responsibility, respecting others)	<b>Skills:</b> Research (formulating questions, observing, collecting, recording and presenting data)	<b>Skills:</b> Communication (listening, speaking, writing, viewing and presenting)	<b>Skills:</b> research (observing, formulating questions, collecting, recording and presenting data)	<b>Skills:</b> Social (accepting responsibility, cooperating, adopting a variety of group roles)	<b>Skills:</b> Research (Formulating Questions, organizing data and presenting data)



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	<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>	<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>	<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>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>	<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>	<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>Grade 3</b>	<b>Central Idea:</b> Health can have an impact on who we are as individuals.	<b>Central Idea:</b> Evidence of past civilizations can make connections to Present-day societies.	<b>Central Idea:</b> People can create or manipulate messages to target specific audiences.	<b>Central Idea:</b> Simple machines make work easier.	<b>Central Idea:</b> Signs and symbols are part of human-made systems that facilitate local and global communication.	<b>Central Idea:</b> Individual and communities have responsibility to conserve resources
	<b>Lines of Inquiry:</b> - What health is -Factors that impact health -Our responsibility towards our well-being	<b>Lines of Inquiry:</b> • Past civilizations around the world • Processes involved in collecting, analyzing and validating Evidence • Connections between past and present	<b>Lines of Inquiry:</b> • How images, text and music are used to influence behavior of target audiences • Critical evaluation of messages presented in the media • How people respond to messages	<b>Lines of Inquiry:</b> -different kinds of simple machines -functions and components of simple machines -ways simple machines affect people's lives	<b>Lines of Inquiry:</b> • different signs and symbols • How signs and symbols facilitates communication • awareness about the use of signs and symbols	<b>Lines of Inquiry:</b> • Difference between renewable and nonrenewable resources • Conservation of nonrenewable resources • Individual responsibility verses group responsibility
	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____
	<b>Key Concepts:</b> Form, causation, responsibility	<b>Key Concepts:</b> causation, change, connection	<b>Key Concepts:</b> function, perspective, causation	<b>Key Concepts:</b> function, connection form	<b>Key Concepts:</b> form, connection, responsibility	<b>Key Concepts:</b> Form, responsibility, perspective
	<b>Learner profile:</b> inquirer, communicator, reflective	<b>Attributes:</b> knowledgeable, inquirer, open-minded	<b>Attributes:</b> communicator, reflective, balanced	<b>Attributes:</b> thinker	<b>Attributes:</b> communicator, caring, thinkers	<b>Attributes:</b> caring ,open-minded, courageous
	<b>Related Concepts:</b> Properties, impact, initiative	<b>Related Concepts:</b> Progress, technology	<b>Related Concepts:</b> media, advertising,	<b>Related Concepts:</b> force, push/pull, gravity, transformation of energy	<b>Related Concepts:</b> Properties, pattern, systems, evidence	<b>Related Concepts:</b> equity, amenities, prejudice, impact, responsibility, behavior
<b>Attitudes:</b> independence, enthusiasm, confidence, cooperation	<b>Attitudes:</b> curiosity, tolerance	<b>Attitudes:</b> integrity, independence, creativity	<b>Attitudes:</b> curiosity	<b>Attitudes:</b> cooperation, creativity, appreciation	<b>Attitudes:</b> cooperation, empathy, tolerance	
<b>Skills:</b> self-management (Healthy lifestyle)	<b>Skills:</b> research (Collecting, organizing, presenting research finding)	<b>Skills:</b> communication (non-verbal communication)	<b>Skills:</b> thinking (Application)	<b>Skills:</b> communication (Presenting)	<b>Skills:</b> social (accepting responsibility, cooperating, adopting a variety of group roles)	





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Grade 4	<b>Central Idea:</b> The human body is a complex system of many inter-dependent parts.	<b>Central Idea:</b> Geographical locations, natural resources and historical events have shaped the way communities are formed.	<b>Central Idea:</b> Media can influence people's perceptions and choices.	<b>Central Idea:</b> Rocks and soil have properties that make them useful for a variety of purposes.	<b>Central Idea:</b> Government systems can organize the functioning of society.	<b>Central Idea:</b> Resolving conflicts can help develop a peaceful world.
	<b>Lines of Inquiry:</b> -muscular and skeletal structure of the human body -comparison of skeletal systems of vertebrates - importance of muscular and skeletal system	<b>Lines of Inquiry:</b> -how geographic location and natural resources affect an area's development -recognition of cultural differences -impact of industrialization on the community	<b>Lines of Inquiry:</b> - Different forms of media -Means used by media to influence the society -Impact of media on society	<b>Lines of Inquiry:</b> -how rocks and soil are formed -categorization and classification of rocks and soil -how are rocks and soil used by people in varying environments	<b>Lines of Inquiry:</b> •Kinds of governments •What governments do •Roles and responsibilities of citizens	<b>Lines of Inquiry:</b> • Impact of conflicts •Role of conflict resolution in developing a peaceful world •How we can promote peace
	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____
	<b>Key Concepts:</b> Form, Function, connection	<b>Key Concepts:</b> causation, change, connection, responsibility	<b>Key Concepts:</b> Form, causation, perspective	<b>Key Concepts:</b> causation, change, connection, responsibility	<b>K Key Concepts:</b> Form, function, responsibility	<b>K Key Concepts:</b> Change , function, responsibility
	<b>Attributes:</b> knowledgeable, balanced, inquirer	<b>Attributes:</b> knowledgeable, inquirer, thinker	<b>Attributes:</b> knowledgeable, reflective, communicator	<b>Attributes:</b> knowledgeable, inquirer, thinker	<b>Attributes:</b> knowledgeable, principled, communicator	<b>Attributes:</b> thinker, principled, caring
	<b>Related Concepts:</b> consequences, impact	<b>Related Concepts:</b> consequences, impact	<b>Related Concepts:</b> Structure, impact, stereotype, opinion, prejudice	<b>Related Concepts:</b> properties	<b>Related Concepts:</b> Structure, role, systems, rights, citizenship, justice	<b>Related Concepts:</b> Transformation, role, initiative, values
	<b>Attitudes:</b> systems, interdependence	<b>Attitudes:</b> growth, initiative	<b>Attitudes:</b> appreciation, curiosity, creativity	<b>Attitudes:</b> appreciation, curiosity	<b>Attitudes:</b> In enthusiasm, commitment	<b>Attitudes:</b> In tolerance, empathy
<b>Skills:</b> self-management (safety, healthy lifestyle, informed choices)	<b>Skills:</b> research (Formulating question, collecting data, interpreting data, presenting data)	<b>Skills:</b> thinking (acquisition of knowledge, comprehension, analysis)	<b>Skills:</b> research (Formulating question, collecting data, interpreting data, presenting data)	<b>Skills:</b> thinking (acquisition of knowledge, comprehension, analysis)	<b>Skills:</b> Social (cooperating, resolving conflict.)	



Grade	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	<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>	<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>	<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>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>	<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>	<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	<b>Central Idea:</b> Preparing for inevitable growth and change can contribute to our well-being.	<b>Central Idea:</b> Exploration leads to discoveries and new understandings.	<b>Central Idea:</b> People can enrich their minds through literature.	<b>Central Idea:</b> The understanding of the natural world and its laws can influence human existence.	<b>Central Idea:</b> Societies have governments and structures that help meet the people's needs.	<b>Central Idea:</b> Biodiversity relies on maintaining the balance between organisms within systems
	<b>Lines of Inquiry:</b> •Different body systems •How we change as we grow •How best we can prepare for forthcoming changes	<b>Lines of Inquiry:</b> - types of exploration -motivation of exploration -the positive and negative effects of exploration - reflection leads to further exploration	<b>Lines of Inquiry:</b> •Different genres of literature •What we can learn from literature •Influence of literature on our lives	<b>Lines of Inquiry:</b> •The natural world and its laws •The influence of natural laws on human existence •Evidences of the application of natural laws	<b>Lines of Inquiry:</b> -structures and functions of administrative/ political systems -obligations and rights of the political/ administrative system -change in political/ administrative structures	<b>Lines of Inquiry:</b> •Ways in which ecosystems and environments are interdependent •Consequences of imbalance within ecosystems •How human efforts can help in sustaining the environmental balance
	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____	<b>Focus on</b> Science      Reading So.St.      Math Writing Other-_____
	<b>Key Concepts:</b> Form, change responsibility	<b>Key Concepts:</b> reflection, perspective, causation	<b>Key Concepts:</b> connection, function, perspective	<b>Key Concepts:</b> Form, Connection, causation	<b>K Key Concepts:</b> form, function, connection	<b>Key Concepts:</b> connection, change, responsibility
	<b>Attributes:</b> knowledgeable, balanced, thinker	<b>Attributes:</b> reflective, inquirer, balanced	<b>Attributes:</b> communicator, inquirer, open-minded	<b>Attributes:</b> courageous, knowledgeable	<b>Attributes:</b> balanced, principled, caring	<b>Attributes:</b> reflective, thinker, caring
	<b>Related Concepts:</b> Structure, growth, cycles, values, initiative	<b>Related Concepts:</b> consequences, impact	<b>Related Concepts:</b> Structure, role, impact	<b>Related Concepts:</b> Structure, cycles, evidence	<b>Related Concepts:</b> rights, roles, government	<b>Related Concepts:</b> interdependence, relationships, transformation,
	<b>Attitudes:</b> tolerance, respect	<b>Attitudes:</b> creativity, curiosity	<b>Attitudes:</b> creativity, independence and confidence	<b>Attitudes:</b> enthusiasm, commitment	<b>Attitudes:</b> In independence, integrity, enthusiasm, tolerance	<b>Attitudes:</b> empathy, appreciation, respect
<b>Skills:</b> self- management (healthy lifestyle, codes of	<b>Skills:</b> research (Formulating	<b>Skills:</b> Communication (reading,	<b>Skills:</b> Thinking (Analysis,	<b>Skills:</b> research (Formulating	<b>Skills:</b> Thinking (Analysis,	





	behaviors, informed choices)	questions, collecting data, interoperating data, presenting research findings)	writing, viewing, non-verbal communication)	evaluation, dialectical thought)	questions, collecting data, interoperating data, presenting research findings)	evaluation, dialectical thought)
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