



Programme of Inquiry

Woodlawn Academy

April 2017

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
Transdisciplinary Theme	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.	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 civilisations, from local and global perspectives.	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.	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.	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.	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.
Central idea	Living things have basic needs to stay alive.	The physical characteristics of shelter influence and impact the live of how organisms live	Cultural understanding can help clarify similarities and differences and make connections to others.	Safe practices and conservation help to keep us healthy.	People use a variety of skills and strategies that contribute to their role in their community.	Problem solving can create peace in a community.
Lines of inquiry	<ul style="list-style-type: none"> Form: The characteristics of living and nonliving Function: The basic needs of organisms. Connection: How pollution impacts the health of living things. 	<ul style="list-style-type: none"> Causation: How weather impacts shelter. Form: Different forms of shelter. Function: Weather and its patterns. 	<ul style="list-style-type: none"> Perspective: Similarities and differences among people Change: Beliefs and customs change from generation to generation reflection: How beliefs and customs vary among families 	<ul style="list-style-type: none"> Change: properties of different materials Reflection -the ways people can conserve natural resources Responsibility-: practices keep us safe 	<ul style="list-style-type: none"> The jobs in local community Jobs effect roles in the community The function of jobs in the community 	<ul style="list-style-type: none"> What is peace What is conflict Strategies to resolve conflict.
Subject focus	English, Spanish, Mathematics, Social Studies, Science, Physical Education, Visual Arts	English, Spanish, Mathematics, Social Studies, Science, Visual Arts	English, Spanish, Mathematics, Social Studies, Science, Physical Education, Visual Arts	English, Spanish, Mathematics, Social Studies, Science, Physical Education, Visual Arts	English, Spanish, Mathematics, Social Studies, Science, Visual Arts	English, Spanish, Mathematics, Social Studies, Science, Visual Arts

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Key concepts	Form, Function, Connection	Form, Function, Causation	Change, Perspective, Reflection	Change, Responsibility, Reflection	Form, Function, Causation	Causation, Connection, Responsibility
Related concepts	differences, pattern behaviour	<i>similarities and differences</i> <i>behaviour</i> <i>impact</i>	<i>sequences</i> <i>beliefs</i> <i>review</i>	cycles initiative responsibility	structure role impact	conflict human rights
Learning experiences	Learner Profile Items: Inquirers, Caring, Balanced Attitudes: Appreciation, Commitment, Curiosity, Enthusiasm, Respect Research Skills: Formulating Questions Self-management Skills: Codes of Behaviour Thinking Skills: Evaluation Social Skills: Respecting others Communication Skills: Presenting	Learner Profile Items: Thinkers, Caring, Balanced Attitudes: Confidence, Curiosity, Enthusiasm, Independence Research Skills: Planning Self-management Skills: Spatial Awareness Thinking Skills: Comprehension Social Skills: Cooperating Communication Skills: Reading	Learner Profile Items: Communicators, Open-minded, Reflective Attitudes: Appreciation, Creativity, Curiosity, Respect, Tolerance Research Skills: Observing, Collecting Data, Presenting Research Self-management Skills: Gross Motor, Organization Thinking Skills: Application, Synthesis Social Skills: Group decision making Communication Skills: Writing, Non-verbal	Learner Profile Items: Inquirers, Communicators, Risk-takers Attitudes: Appreciation, Commitment, Cooperation, Independence, Integrity, Respect Research Skills: Interpreting Data Self-management Skills: Time Management, Healthy Lifestyles Thinking Skills: Analysis Social Skills: Accepting Responsibility Communication Skills: Viewing, Presenting	Learner Profile Items: Knowledgeable, Communicators, Principled, Open-minded Attitudes: Appreciation, Curiosity, Enthusiasm Research Skills: Organizing Data Self-management Skills: Fine Motor, Informed Choices Thinking Skills: Dialectical thought Social Skills: Adopting a variety of group roles Communication Skills: Speaking	Learner Profile Items: Communicators, Caring, Reflective Attitudes: Cooperation, Empathy, Independence, Integrity, Respect, Tolerance Research Skills: Recording Data Self-management Skills: Safety Thinking Skills: Acquisition of knowledge, Metacognition Social Skills: Resolving conflict Communication Skills: Listening

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
Transdisciplinary Theme	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.	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 civilisations, from local and global perspectives.	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.	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.	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.	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.
Central idea	Working together toward common goals can improve an organization.	Individual discoveries can contribute to change and society.	Traditions and culture impact the way people see themselves.	Life Cycles demonstrate inter-connectivity or connectivity in the world.	Limited resources may impact people's economic choices.	The choices people make can impact the environment.
Lines of inquiry	<ul style="list-style-type: none"> • #1 Purpose of Rules and laws (Causation) • #2 Responsibilities and roles of citizens in the community (Responsibility) • #3 Characteristics of productive citizens (Form) 	<ul style="list-style-type: none"> • The ways in which individuals make contributions to society. • How individuals have influenced society. • How individuals' contributions have changed society. 	<ul style="list-style-type: none"> • LOI #1 Customs, traditions and celebrations around the world • LOIj #2 How people express their beliefs and values • LOI #3 Similarities and differences between the ways people celebrate 	<ul style="list-style-type: none"> • How can living things be classified in different ways. (Connection) • Sequences are important to life cycles. (Function) • Different life cycles have similarities and differences.(Form) 	<ul style="list-style-type: none"> • #1 How values affect economic choices • #2 Exploring the consequences of wanting more and more. • #3 Describe similarities and differences on ways families need the basic human needs. 	<ul style="list-style-type: none"> • LOI #1 Exploration into the environmental problems and possible solutions- Responsibility • LOI #2 The ways in which we use our natural resources- CONNECTION • LOI #3 Investigating environmental problem-solving- FUNCTION
Subject focus	English, Social Studies, Science, Visual Arts	English, Mathematics, Social Studies, Science, Physical Education, Visual Arts, Music	English, Mathematics, Social Studies, Science, Visual Arts	Mathematics, Science, Physical Education, Visual Arts, Music	English, Mathematics, Social Studies, Science	English, Mathematics, Social Studies, Science
Key concepts	Form, Causation, Responsibility	Causation, Change, Reflection	Form, Perspective, Reflection	Form, Function, Connection	Function, Causation, Responsibility	Function, Connection, Responsibility
Related concepts	structure consequences and impact citizenship	sequences sequences and cycles evidence	similarities and differences opinion and prejudice interpretation, review	similarities, differences patterns, roles relationships	values	interdependence initiative
Learning experiences	Learner Profile Items: Thinkers, Principled, Caring	Learner Profile Items: Communicators, Open-minded, Reflective	Learner Profile Items: Inquirers, Communicators, Open-minded	Learner Profile Items: Inquirers, Knowledgeable,	Learner Profile Items: Thinkers, Principled, Caring, Risk-takers , Balanced	Learner Profile Items: Inquirers, Knowledgeable,

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<p>Attitudes: Cooperation, Independence, Integrity, Respect</p> <p>Research Skills: Planning, Organizing Data</p> <p>Self-management Skills: Fine Motor, Safety</p> <p>Thinking Skills: Application</p> <p>Social Skills: Adopting a variety of group roles</p> <p>Communication Skills: Speaking, Writing, Non-verbal</p>	<p>Attitudes: Commitment, Confidence, Cooperation, Creativity, Respect</p> <p>Research Skills: Formulating Questions, Recording Data, Organizing Data</p> <p>Self-management Skills: Organization</p> <p>Thinking Skills: Dialectical thought, Metacognition</p> <p>Communication Skills: Speaking, Reading, Writing, Viewing, Presenting</p>	<p>Attitudes: Appreciation, Curiosity, Empathy</p> <p>Research Skills: Collecting Data, Presenting Research</p> <p>Self-management Skills: Gross Motor, Spatial Awareness, Time Management, Informed Choices</p> <p>Social Skills: Respecting others, Cooperating, Group decision making</p> <p>Communication Skills: Listening, Speaking, Writing</p>	<p>Thinkers, Caring, Balanced, Reflective</p> <p>Attitudes: Confidence, Curiosity, Enthusiasm, Respect, Tolerance</p> <p>Research Skills: Observing, Collecting Data, Recording Data, Interpreting Data</p> <p>Self-management Skills: Organization, Safety</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Evaluation</p> <p>Social Skills: Cooperating</p> <p>Communication Skills: Viewing</p>	<p>Attitudes: Commitment, Cooperation, Curiosity, Integrity</p> <p>Research Skills: Planning, Recording Data</p> <p>Self-management Skills: Informed Choices</p> <p>Thinking Skills: Application, Evaluation</p> <p>Social Skills: Accepting Responsibility</p> <p>Communication Skills: Listening, Speaking, Viewing</p>	<p>Thinkers, Open-minded, Caring, Reflective</p> <p>Attitudes: Appreciation, Cooperation, Creativity</p> <p>Research Skills: Formulating Questions, Recording Data, Presenting Research</p> <p>Self-management Skills: Healthy Lifestyles, Codes of Behaviour</p> <p>Thinking Skills: Synthesis, Metacognition</p> <p>Social Skills: Cooperating, Resolving conflict, Group decision making</p> <p>Communication Skills: Listening, Speaking</p>

Grade 2

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Central idea	People and events influence a community's history.	Documenting personal histories allows for reflection and celebration of roots.	The way people express ideas reflects their perspectives	The Earth's natural cycles impact human activity	Societies use rules and routines to establish a functioning governing system	Goods and resources can be transformed to sustain value
Lines of inquiry	<ul style="list-style-type: none"> • * The contribution of historical figures to society (SS2.4A) • The Significance of community, state and national celebrations.(SS2.1A) • * The impact of people's inventiveness on society (SS2.4B) (S2.6A) 	<ul style="list-style-type: none"> • * The chronology of events to understand the past, present, and future (SS2.2B) (W2.17B) (S2.10) • * The development of information sources (W2.19) • The lives of historical figures using primary sources. 	<ul style="list-style-type: none"> • The forms of expression (W2.18) (S2.5A) • The artifacts and landmarks of various cultures (SS2.15B) • Cultural beliefs and celebrations around the globe (SS2.16A) 	<ul style="list-style-type: none"> • Weather and seasonal patterns affecting activities and settlements (SS2.7A) (S2.9B) • Exploring the water cycles (S2.8A) • Making choices based on weather and seasonal data (S2.88) 	<ul style="list-style-type: none"> • The structure and purpose of governing systems (SS2.11A) (S2.8D) • The election process of a public officials (SS2.12C) • The participation of citizens in governance (SS2.12D) 	<ul style="list-style-type: none"> • L1: The development of products from natural resources to finished product • L 2: The relationship of producing and consuming • L3: The responsibility of managing goods and resources
Subject focus	English, Mathematics, Social Studies, Science	English, Mathematics, Social Studies, Science	English, Mathematics, Social Studies, Science, Visual Arts, Music, Theater Arts	English, Mathematics, Social Studies, Science, Visual Arts, Music	English, Mathematics, Social Studies, Science, Theater Arts	English, Mathematics, Social Studies, Science
Key concepts	Function, Causation, Reflection	Connection, Perspective, Reflection	Form, Connection, Perspective	Causation, Change, Responsibility	Form, Function, Responsibility	Change, Connection, Responsibility
Related concepts	role impact	relationships	similarities and differences relationship beliefs	Cause/Effect, Pattern Sequence	structure roles and systems citizenship	cycles citizenship
Learning experiences	Learner Profile Items: Thinkers, Communicators	Learner Profile Items: Inquirers, Reflective	Learner Profile Items: Inquirers, Open-minded	Learner Profile Items: Risk-takers , Balanced	Learner Profile Items: Thinkers, Principled	Learner Profile Items: Principled, Caring

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<p>Attitudes: Confidence, Creativity, Curiosity</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Communication Skills: Listening, Speaking, Reading, Writing, Presenting</p>	<p>Attitudes: Creativity, Independence</p> <p>Research Skills: Formulating Questions, Collecting Data, Recording Data</p> <p>Self-management Skills: Healthy Lifestyles</p> <p>Thinking Skills: Application, Analysis</p> <p>Social Skills: Accepting Responsibility</p> <p>Communication Skills: Reading, Writing</p>	<p>Attitudes: Appreciation, Enthusiasm, Tolerance</p> <p>Research Skills: Observing, Planning</p> <p>Self-management Skills: Gross Motor, Fine Motor, Organization, Time Management, Codes of Behaviour</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict</p> <p>Communication Skills: Listening, Viewing, Presenting</p>	<p>Attitudes: Cooperation, Enthusiasm</p> <p>Research Skills: Recording Data, Organizing Data</p> <p>Self-management Skills: Spatial Awareness, Safety, Informed Choices</p> <p>Thinking Skills: Application, Metacognition</p> <p>Social Skills: Adopting a variety of group roles</p> <p>Communication Skills: Non-verbal</p>	<p>Attitudes: Integrity, Respect</p> <p>Self-management Skills: Time Management, Codes of Behaviour</p> <p>Thinking Skills: Synthesis, Evaluation, Dialectical thought</p> <p>Social Skills: Group decision making</p> <p>Communication Skills: Non-verbal, Viewing, Presenting</p>	<p>Attitudes: Appreciation, Commitment, Empathy, Respect</p> <p>Self-management Skills: Healthy Lifestyles, Informed Choices</p> <p>Thinking Skills: Analysis, Metacognition</p> <p>Social Skills: Resolving conflict</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
Transdisciplinary Theme	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.	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 civilisations, from local and global perspectives.	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.	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.	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.	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.
Central idea	Social responsibility is built on beliefs and values in a democracy.	The way communities change is influenced by location, time and history and exploration.	Artists make contributions to the community to express cultural heritage.	Scientific breakthroughs and new technology advance communities.	Communities have organizational structure that influence different forms of governments.	Survival depends on the balance of organisms and their environments.
Lines of inquiry	<ul style="list-style-type: none"> • Responsibility- An individual's contribution in a classroom and in the community. • Reflection- How character traits display citizenship. • Perspective- Shared values within a community. 	<ul style="list-style-type: none"> • Change- Contributions to existing communities. • Causation- Understanding moments in time. • Function – Interpreting maps of places and regions 	<ul style="list-style-type: none"> • Art can be used to express our cultural heritage. CONNECTION • The way artists and writers impact communities. REFLECTION • What are ways you can interpret art? PERSPECTIVE 	<ul style="list-style-type: none"> • Change- The effects of technology and how it has changed the world. • Causation- The way technology impacted the world. • Responsibility – Individuals who have made breakthrough through their discoveries. 	<ul style="list-style-type: none"> • The structure of local, state and national government. Form • The services provided by the local, state and national government. Function • The community changes that result from individual or group decisions. Perspective 	<ul style="list-style-type: none"> • Form: The needs of living and nonliving organisms • connection: How organisms are connected with the ecosystem. • Change- How organisms adapt and modify their environment.
Subject focus	English, Mathematics, Social Studies, Science	English, Mathematics, Social Studies, Science	English, Mathematics, Social Studies	English, Mathematics, Social Studies, Science	English, Mathematics, Social Studies	English, Mathematics, Social Studies, Science
Key concepts	Perspective, Responsibility, Reflection	Function, Causation, Change	Connection, Perspective, Reflection	Causation, Change, Responsibility	Form, Function, Causation	Form, Change, Connection
Related concepts	opinions citizenship evidence	patterns sequences cycles	relationships beliefs interpretation	impact transformation initiative	structure roles impact, consequences	Structure Cycles Interdependence
Learning experiences	Learner Profile Items: Principled, Caring, Reflective	Learner Profile Items: Inquirers, Thinkers, Risk-takers	Learner Profile Items: Thinkers, Communicators, Open-minded	Learner Profile Items: Inquirers, Knowledgeable, Risk-takers	Learner Profile Items: Principled, Open-minded, Balanced	Learner Profile Items: Caring, Balanced, Reflective

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<p>Attitudes: Cooperation, Empathy, Independence, Respect</p> <p>Self-management Skills: Safety, Codes of Behaviour, Informed Choices</p> <p>Thinking Skills: Comprehension, Evaluation, Dialectical thought, Metacognition</p> <p>Communication Skills: Listening, Speaking, Presenting</p>	<p>Attitudes: Cooperation, Curiosity, Respect</p> <p>Research Skills: Formulating Questions, Collecting Data, Recording Data, Interpreting Data</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis</p>	<p>Attitudes: Appreciation, Commitment, Creativity, Enthusiasm</p> <p>Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Healthy Lifestyles</p> <p>Social Skills: Respecting others, Cooperating</p> <p>Communication Skills: Reading, Non-verbal, Viewing, Presenting</p>	<p>Attitudes: Cooperation, Curiosity, Respect</p> <p>Research Skills: Formulating Questions, Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Evaluation</p>	<p>Attitudes: Confidence, Integrity, Tolerance</p> <p>Research Skills: Collecting Data, Organizing Data, Presenting Research</p> <p>Self-management Skills: Organization, Codes of Behaviour, Informed Choices</p> <p>Social Skills: Cooperating, Resolving conflict, Group decision making</p>	<p>Attitudes: Confidence, Independence</p> <p>Research Skills: Observing, Planning, Presenting Research</p> <p>Self-management Skills: Time Management, Safety</p> <p>Thinking Skills: Synthesis</p> <p>Social Skills: Accepting Responsibility, Adopting a variety of group roles</p> <p>Communication Skills: Reading, Writing</p>

Grade 4

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Transdisciplinary Theme	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.	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 civilisations, from local and global perspectives.	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.	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.	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.	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.
Central idea	Humans use both inherited and learned behaviors to adapt.	Physical geography influences the development of economic and migration patterns.	The evolution of beliefs and values overtime impacts the growth of diversity.	Innovations in science and technology have shaped society and the economy over time.	Conflict and cooperation are produced by distribution of power and authority.	Exploration impacts the formation and adaptations of relationships.
Lines of inquiry	<ul style="list-style-type: none"> Function: How adaptations enable survival Form: Patterns and systems for survival Reflection: Distinction between likenesses that are learned vs. inherited. 	<ul style="list-style-type: none"> Causation – Common factors impact the development of economics Change – Significant factors influence where people live Form – The differences of geographic regions 	<ul style="list-style-type: none"> Form – Relationships between people and the foundations of systems Connection– The exploration of diversity. Causation-How social constructs are struttred around significant ideas. 	<ul style="list-style-type: none"> Function – adaptations and modification to our surroundings Change –change over time Connection – how parts of the world are interdependent 	<ul style="list-style-type: none"> L1 Responsibility – Cause and Effect of independence L2 Perspective – Relationships between different parts L3 Reflection – Effects of conflict on a country 	<ul style="list-style-type: none"> Changes caused by exploration-change Patterns within Systems-Function Relationships past and present-connection
Subject focus	English, Social Studies, Science	English, Mathematics, Social Studies	English, Mathematics, Social Studies, Science	English, Mathematics, Social Studies, Science	English, Mathematics, Social Studies, Science	English, Mathematics, Social Studies, Science
Key concepts	Form, Function, Reflection	Form, Causation, Change	Form, Causation, Connection	Function, Change, Connection	Perspective, Responsibility, Reflection	Function, Change, Connection
Related concepts	<p>Science- adaptations, patterns</p> <p>English- theme</p> <p>Social Studies-pattern-major events "Revolution"</p> <p>Science- Behaviors (inherited/learned)</p>	<p>English- Sequence, similarities and differences</p> <p>Social Studies- properties, structure</p> <p>Mathematics- properties, pattern</p> <p>English- Sequence</p>	<p>English- sequence</p> <p>Social Studies-structure</p> <p>English- cause/effect, sequence, changes</p> <p>Social Studies- Changes, impact</p> <p>English- relationship interactions, summarize</p>	<p>English- expression</p> <p>Math-Solve real world problems</p> <p>Social Studies- growth</p> <p>English- fluency, impacts, expression</p> <p>Mathematics- analyze relationships, solve</p>	<p>English- author's purpose, evidence</p> <p>Social Studies- relationships, opinions</p> <p>Responsibility: How did Texas' role in the Mexican War of Independence impact its development? (SS) What effect does each</p>	<p>pattern</p> <p>transformation</p> <p>systems</p>

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<p>English- summarize</p> <p>Social Studies- analyze, review, interpret</p>	<p>Social Studies- Impact, pattern</p> <p>Mathematics- pattern, sequence</p> <p>English- sequences</p> <p>Social Studies- growth, adaptation, pattern</p> <p>Mathematics- transformation fraction to decimal/decimal to fraction</p>	<p>Social Studies- relationships, elements, foundations of systems</p>	<p>Social Studies- growth, relationships, industries, developments,</p> <p>English- impact</p> <p>Math - connect/relationships</p> <p>Social Studies- development, effects</p>	<p>independent form of energy have on the earth? (Sci.)</p> <p>How can we use individual pieces of a text to support understanding? (Reading)</p> <p>How do the individual components of an expository text effect the writing process? (Writing)</p> <p>*Unable to fit math under this LOI*</p> <p>English/Social Studies: Interpretation/responsibility</p>		
<p>Learning experiences</p>	<p>Learner Profile Items: Inquirers, Thinkers, Reflective</p> <p>Attitudes: Commitment, Creativity, Enthusiasm</p> <p>Self-management Skills: Informed Choices</p> <p>Thinking Skills: Dialectical thought, Metacognition</p> <p>Social Skills: Adopting a variety of group roles</p>	<p>Learner Profile Items: Knowledgeable, Communicators, Reflective</p> <p>Attitudes: Cooperation, Enthusiasm, Independence</p> <p>Research Skills: Formulating Questions, Observing, Planning</p> <p>Self-management Skills: Fine Motor, Organization, Time Management</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Analysis, Synthesis</p> <p>Communication Skills: Listening, Viewing</p>	<p>Learner Profile Items: Knowledgeable, Open-minded, Balanced</p> <p>Attitudes: Appreciation, Integrity, Tolerance</p> <p>Research Skills: Recording Data, Organizing Data, Interpreting Data</p> <p>Self-management Skills: Spatial Awareness</p> <p>Thinking Skills: Evaluation</p> <p>Social Skills: Respecting others</p> <p>Communication Skills: Speaking, Reading, Writing</p>	<p>Learner Profile Items: Thinkers, Caring, Risk-takers</p> <p>Attitudes: Creativity, Empathy, Independence</p> <p>Research Skills: Presenting Research</p> <p>Self-management Skills: Informed Choices</p> <p>Communication Skills: Non-verbal</p>	<p>Learner Profile Items: Principled, Caring, Risk-takers</p> <p>Attitudes: Confidence, Independence, Respect</p> <p>Self-management Skills: Codes of Behaviour</p> <p>Thinking Skills: Synthesis</p> <p>Social Skills: Cooperating</p>	<p>Learner Profile Items: Inquirers, Open-minded, Reflective</p> <p>Attitudes: Appreciation, Curiosity, Empathy</p> <p>Research Skills: Collecting Data</p> <p>Self-management Skills: Gross Motor, Safety, Healthy Lifestyles</p> <p>Thinking Skills: Application, Metacognition</p> <p>Social Skills: Accepting Responsibility, Resolving conflict, Group decision making</p> <p>Communication Skills: Speaking, Presenting</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
Transdisciplinary Theme	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.	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 civilisations, from local and global perspectives.	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.	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.	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.	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.
Central idea	Structures and functions of a species help them live and survive in their environment.	Change may cause conflict in society and the environment.	Beliefs, values, and culture affect the political rights of a society.	Organisms survive by interacting with living and non-living elements. 5.9A,B,C,D	Citizen's decisions impact society.	Access to equal opportunities promotes equality in society.
Lines of inquiry	<ul style="list-style-type: none"> • What are some properties, structures and functions of organisms? • What are systems of survival for organisms? • What is the difference between instinctive learned behaviors and inherited behaviors? 	<ul style="list-style-type: none"> • How are landforms the result of change to the earth's surface? • What are the types of settlements and patterns of land use? • Why do geographic factors influence patterns of settlements? 	<ul style="list-style-type: none"> • In what ways can we express individual beliefs? • How is society a reflection of the contribution of many groups? • How governments create institutions to ensure for stability and security in a nation 	<ul style="list-style-type: none"> • Function-How living and nonliving elements have roles in their ecosystems • Change-How changes to an ecosystem have consequences • Connection-How is energy transferred in and amongst living organisms 	<ul style="list-style-type: none"> • Resolution to conflict results in change. • Governmental decisions impact daily life in society. • Social patterns emerged as a result of societal decision making. 	<ul style="list-style-type: none"> • Form- How is a society structured? • Causation - What are the causes and factors of change? • Responsibility- How do we take responsibility for access to equal opportunity?
Subject focus	English, Mathematics, Social Studies, Science	Social Studies, Science	English, Mathematics, Social Studies, Science, Physical Education, Visual Arts	English, Mathematics, Social Studies, Science, Physical Education, Music	English, Mathematics, Social Studies, Science	Mathematics, Social Studies, Science
Key concepts	Form, Function, Connection	Form, Causation, Change	Perspective, Responsibility, Reflection	Function, Change, Connection	Function, Causation, Perspective, Reflection	Form, Causation, Responsibility
Related concepts	structure, systems behaviour, systems systems, interdependence	transformations, cycles	beliefs justice review	behaviour growth, cycles interdependence	patterns impact, consequences opinion, beliefs responsibility, evidence	structure impact justice, rights

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Learning experiences	<p>Learner Profile Items: Knowledgeable, Communicators</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p>Learner Profile Items: Inquirers, Communicators, Risk-takers</p> <p>Attitudes: Creativity, Curiosity</p> <p>Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p>	<p>Learner Profile Items: Open-minded, Reflective</p> <p>Attitudes: Appreciation, Empathy, Tolerance</p> <p>Research Skills: Formulating Questions, Planning</p> <p>Self-management Skills: Informed Choices</p> <p>Thinking Skills: Application, Synthesis</p>	<p>Learner Profile Items: Thinkers, Caring</p> <p>Attitudes: Empathy, Independence</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Time Management, Safety</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p>	<p>Learner Profile Items: Communicators, Principled</p> <p>Attitudes: Appreciation, Commitment, Confidence, Cooperation, Enthusiasm, Integrity, Respect</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p>Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p>Learner Profile Items: Inquirers, Thinkers, Open-minded, Caring, Risk-takers</p> <p>Attitudes: Appreciation, Creativity, Curiosity, Empathy, Respect</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p>Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>