



# CANADIAN INTERNATIONAL SCHOOL

THE EXPERIENCE OF EXCELLENCE THE HONOUR OF ACHIEVEMENT

## Programme of Inquiry Matrix 2010-2011

Level	Who we are 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.	Where we are in place & time 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.	How we express ourselves 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.	How the world works 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.	How we organize ourselves 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.	How we share the planet An inquiry into the 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.
K4 (3-4 years)	People are the same and different		Dancing is a way to show how we feel	Light is all around us and behaves in many different ways	Schools are organized to help us learn and live together	
K5 (5 – 6 years)	People need families and friends	Where people live and what they do influences what they wear	There are many different ways to tell a story.	There are different kinds of materials and they can change	Transportation is important to each of us and connects people in the world	Plants and animals provide us with healthy food that we must share.
Grade 1 (6 – 7 years)	We use senses to find out about the world	Communities have changed over time.	The arts provide opportunities to express our ideas, emotions, and to learn from one another	Changes happen all year long and we change with them.	Maps help us organize and understand the world around us	All living things have needs that are connected to other living things
Grade 2 (7 – 8 years)	Good health requires a balance of many different factors.	My family's history can teach me about myself.	We write to express ourselves and communicate in different ways.	Cycles exist in nature and humans impact these cycles	We work to earn money to provide for our needs and wants.	Water is a precious resource which needs to be preserved
Grade 3 (8 – 9 years)	People have always helped and inspired each other.	The home that we build is not always a house.	A picture is worth a thousand words.	There are forces that affect the world around us	Local governments have a purpose, function and structure	The world has an abundance of food but there are still hungry people.
Grade 4 (9 – 10 years)	To understand the culture of others we must first understand our own.	Exploration leads to knowledge and innovation.	We use art to share important messages	Light and sound are partners that help us experience the world	Where we live depends on features of the Earth	Living things depend on each other for their environment survival
Grade 5 (10– 11 years)	Rites of passage mark significant transitions in a person's life	People migrate to satisfy the needs of individuals and groups	Literacy opens doors to the world around us	Simple machines are an important part of daily life	Modern decision making structures have their roots in the ancient world	Human developments have a dramatic impact on the Earth's weather systems
Grade 6 (11 – 12 years)	Internationalism happens as people from different countries come together to live, play, and communicate with each other	Leadership is a balance between attitudes, ideas, and meeting the needs of people	The media can create, alter and manipulate, images, perception, needs and wants	Earth and its relationships with the universe make it unique	Technology affects our lives and how we organize ourselves	Sustainability is not an option, it is a necessity

# Programme of Inquiry

<b>Level K3/4</b>	<b>Who we are</b> <b>An inquiry into the nature of the self;</b> beliefs and values; <b>personal, physical,</b> mental, social, and spiritual <b>health; human relationships including families, friends,</b> communities, and cultures; rights and responsibilities; what it means to be human.	<b>Where we are in place &amp; time</b> 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.	<b>How we express ourselves</b> <b>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;</b> the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<b>How the world works</b> <b>An inquiry into the natural world and its laws;</b> 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.	<b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; <b>the structure and function of organizations;</b> societal decision-making; economic activities and their impact on humankind and the environment.	<b>Sharing the planet</b> An inquiry into the 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.
<b>K4 (4 – 5 years)</b>	<b>Subject Focus:</b> PSE  <b>Related Concepts:</b>  <b>Central Idea:</b> People are the same and different.  <b>An Inquiry Into:</b> - Who I am and what I like - How I am the same and different from other people		<b>Subject Focus:</b> Art, Lang. Arts, Social Studies  <b>Central Idea:</b> Dancing is a way to show how we feel.  <b>An Inquiry Into:</b> - Dance is a way to show feelings - dancers move in patterns - Exploring how bodies can move to music	<b>Subject Focus:</b> Science, Lang. Arts  <b>Central Idea:</b> Light is all around us and behaves in many different ways.  <b>An Inquiry Into:</b> - The sun is our biggest source of light - People do different things when there is light and no light. - We can block light to make shadows and reflections	<b>Subject Focus:</b> Social studies, Health  <b>Related Concepts:</b> Citizenship, Interdependence, Properties and Systems  <b>Central Idea:</b> Schools are organized to help us learn and live together. <b>An Inquiry Into:</b> -School is a place where we can learn and make friends. -We can help make our school a good place to learn. -Many people work at our school. -There are many different parts of our school.	

<b>Level</b> <b>K5</b>	<b>Who we are</b> <i>An inquiry into the nature of the self;</i> beliefs and values; personal, physical, mental, <b>social</b> , and spiritual <b>health; human relationships including families, friends, communities,</b> and cultures; rights and responsibilities; what it means to be human.	<b>Where we are in place &amp; time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <b>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</b>	<b>How we express ourselves</b> <i>An inquiry into the ways in which we discover and express ideas,</i> feelings, nature, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity;</b> our appreciation of the aesthetic.	<b>How the world works</b> <i>An inquiry into the natural world and its laws;</i> the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles;</b> the impact of scientific and technological advances on society and on the environment.	<b>How we organize ourselves</b> <i>An inquiry into the interconnectedness of human-made systems and communities;</i> the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	<b>Sharing the planet</b> An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; <b>communities and the relationships within and between them;</b> access to equal opportunities; peace and conflict resolution.
<b>K5</b> <b>(5 – 6 years)</b>	<b>Subject Focus:</b> Social Studies and Lang. Arts  <b>Central Idea:</b> There are different types of relationships that require efforts and compromise.  <b>An Inquiry Into:</b> - How families are similar and different - How we make and keep friends - Why we need families and friends - Family and friends through literature and the arts	<b>Subject Focus:</b> Social Studies, Science, Math, Lang. Arts  <b>Central Idea:</b> Where people live and what they do influences what they wear  <b>An Inquiry Into:</b> - Weather influences clothing choices - Some clothes help people do their jobs - Everyone needs to be responsible for their own clothes	<b>Subject Focus:</b> Drama, Art, Lang. Arts, Social Studies  <b>Central Idea:</b> There are many different ways to tell a story.  <b>An Inquiry Into:</b> - Performing stories - Emotions evoked through stories - How stories can be retold	<b>Subject Focus:</b> Science, Math, Lang. Arts  <b>Central Idea:</b> There are different kinds of materials and they can change.  <b>An Inquiry Into:</b> - Water and temperature can change materials - Making and testing guesses - Using our senses to make observations	<b>Subject Focus:</b> Social Studies, Math, Lang. Arts  <b>Related Concepts:</b> Transportation  <b>Central Idea:</b> Transportation is important to each of us and connects people in the world  <b>An Inquiry Into:</b> - What transportation means to us - Where we might go and how we might get there - Different methods of transportation worldwide - Transportation in the past and in the future	<b>Subject Focus:</b> Science, Lang. Arts, Math, Health  <b>Central Idea:</b> Plants and animals provide us with healthy food that we must share.  <b>An Inquiry Into:</b> -Understanding the importance of the four food groups. -How to choose healthy foods to eat -Where the food we eat comes from -Sharing food

<p><b>Level Grade 1</b></p>	<p><b>Who we are</b> An inquiry into the nature of the self; beliefs and values; <b>personal, physical</b>, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and <b>responsibilities; what it means to be human.</b></p>	<p><b>Where we are in place &amp; time</b> An inquiry into orientation in place and time; <b>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.</b></p>	<p><b>How we express ourselves</b> 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 <b>enjoy our creativity</b>; our appreciation of the aesthetic.</p>	<p><b>How the world works</b> An inquiry into the <u>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</u>; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How we organize ourselves</b> An inquiry into the <u>interconnectedness of human-made systems and communities</u>; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>Sharing the planet</b> An inquiry into the <u>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</u>; access to equal opportunities; peace and conflict resolution.</p>
<p><b>Grade 1 (6 – 7 years)</b></p>	<p><b>Subject Focus:</b> Science, Health, Lang. Arts, Social Studies</p> <p><b>Related Concepts:</b> Animals, adaptation, habitats</p> <p><b>Central Idea:</b> We use senses to find out about the world</p> <p><b>An Inquiry Into:</b> - The five senses and how they work - How we can protect our sense organs and why this is important -Our senses help us to recognize, describe and safely use a variety of materials</p>	<p><b>Subject Focus:</b> Social Studies, Lang. Arts</p> <p><b>Central Idea:</b> Communities have changed over time.</p> <p><b>An Inquiry Into:</b> - The way people live and interact with others in their community - Our connection to the environment - How our connection to our environment evolves over time</p>	<p><b>Subject Focus:</b> Drama, Art, Lang. Arts, Social Studies</p> <p><b>Central Idea:</b> The arts provide opportunities to express our ideas, emotions, and to learn from one another</p> <p><b>An Inquiry Into:</b> - The arts can convey our feelings and messages - We can learn a lot about ourselves through art, drama, music - Techniques to show character feelings and actions -Types of artistic expression</p>	<p><b>Subject Focus:</b> Math, Lang. Arts, Social Studies</p> <p><b>Central Idea:</b> Changes happen all year long and we change with them.</p> <p><b>An Inquiry Into:</b> - Daily and seasonal changes from the heat and light of the sun - How living things cope with seasonal changes - Human preparation for seasonal change - Measuring and recording environmental changes that occur daily and seasonally</p>	<p><b>Subject Focus:</b> Social Studies, Math, Lang. Arts</p> <p><b>Related Concepts:</b> Geography, Landscape, Transportation</p> <p><b>Central Idea:</b> Maps help us organize and understand the world around us</p> <p><b>An Inquiry Into:</b> - Uses and types of maps - Characteristics and parts of a map - How maps help us understand thinking and our culture</p>	<p><b>Subject Focus:</b> Science, Language Arts</p> <p><b>Central Idea:</b> All living things have needs that are connected to living things.</p> <p><b>An Inquiry Into:</b> - Similarities and differences in the needs of living things - Humans and other living things depend on their environment - Personal actions that can contribute to sharing resources</p>

<b>Level</b> <b>Grade 2</b>	<b>Who we are</b> An inquiry into the nature of the self; <u>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.</u>	<b>Where we are in place &amp; time</b> An inquiry into orientation in place and time; <u>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.</u>	<b>How we express ourselves</b> An inquiry into the ways in which we <u>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.</u>	<b>How the world works</b> 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.	<b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; <u>economic activities and their impact on humankind and the environment.</u>	<b>Sharing the planet</b> An inquiry into the 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; <u>access to equal opportunities; peace and conflict resolution.</u>
<b>Grade 2</b> <b>(7 – 8 years)</b>	<b>Subject Focus:</b> Health, Science, Phys. Ed., Lang. Arts  <b>Related Concepts:</b> Chronology, history, family  <b>Central Idea:</b> Good health requires a balance of many different factors.  <b>An Inquiry Into:</b> - What we require to be healthy - Factors that endanger our health and safety - connection between physical and emotional well being	<b>Subject Focus:</b> Social Studies, Lang. Arts  <b>Central Idea:</b> My family’s history can teach me about myself.  <b>An Inquiry Into:</b> - The history of our families - Similarities and differences between generations - Similarities and differences between families	<b>Subject Focus:</b> Language Arts, Social Studies  <b>Central Idea:</b> We write to express ourselves and communicate in different ways.  <b>An Inquiry Into:</b> - story telling as communication - Different types and purposes of writing - elements of stories - How stories inform and engage our imagination - Expression of feelings and imagination through writing	<b>Subject Focus:</b> Science, Math, Lang. Arts  <b>Central Idea:</b> Cycles exist in nature and humans impact these cycles.  <b>An Inquiry Into:</b> - Needs and life cycles of organisms - Comparing life cycles of familiar animals - Humans impact on natural cycles - what simple machines do to our Earth	<b>Subject Focus:</b> Math, Social Studies, Lang. Arts  <b>Central Idea:</b> We work to earn money to provide for our needs and wants.  <b>An Inquiry Into:</b> - We work so that we survive - The many ways to work - Differences between needs and wants - Exchanging money to obtain goods and services	<b>Subject Focus:</b> Science, Math, Lang. Arts  <b>Central Idea:</b> Water is a precious resource which needs to be preserved.  <b>An Inquiry Into:</b> - There is an abundance of water in the world, only some is clean enough for our use - The process of how we obtain, distribute, and use water - The importance of conserving water at school, home, and in the community

<b>Level</b> <b>Grade 3</b>	<b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, <b>social, and spiritual health; human relationships</b> including families, friends, <b>communities</b> , and cultures; <b>rights and responsibilities</b> ; what it means to be human.	<b>Where we are in place &amp; time</b> An inquiry into <b>orientation in place and time</b> ; personal histories; <b>homes</b> and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<b>How we express ourselves</b> An inquiry into the ways in which we <b>discover and express ideas, feelings</b> , nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our <b>creativity</b> ; our <b>appreciation</b> of the aesthetic.	<b>How the world works</b> <u>An inquiry into the natural world and its laws</u> ; the interaction between the natural world (physical and biological) and human societies; <u>how humans use their understanding of scientific principles</u> ; the impact of scientific and technological advances on society and on the environment.	<b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; <u>the structure and function of organizations</u> ; <u>societal decision-making</u> ; economic activities and their impact on humankind and the environment.	<b>Sharing the planet</b> <u>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people</u> and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Grade 3</b> <b>(8 – 9 years)</b>	<b>Subject Focus:</b> Social Studies, Language Arts  <b>Related Concepts:</b> Ecosystem, habitat, cultures and societies  <b>Central Idea:</b> People have always helped and inspired each other.  <b>An Inquiry Into:</b> - Ways we can express ourselves through our actions - Factors that determine actions - how we can make choices that help ourselves and others.	<b>Subject Focus:</b> Social Studies, Science, Lang. Arts  <b>Central Idea:</b> The home that we build is not always a house.  <b>An Inquiry Into:</b> - How geographical factors influence construction of houses - Materials used for various types of houses - How people interact and adapt with the environment	<b>Subject Focus:</b> Art, Lang. Arts, Social Studies  <b>Central Idea:</b> A picture is worth a thousand words.  <b>An Inquiry Into:</b> - - Reasons why artists make art - Influences of the world’s greatest artists - How we can view and create art using our thoughts and feelings	<b>Subject Focus:</b> Science, Lang. Arts  <b>Central Idea:</b> There are forces that affect the world around us.  <b>An Inquiry Into:</b> - Exploration of magnetic and static forces - The phenomena of attraction and repulsion - Everyday applications of magnetic and static electrical forces	<b>Subject Focus:</b> Social Studies, Lang. Arts  <b>Central Idea:</b> Local governments have a purpose, function, and structure  <b>An Inquiry Into:</b> - Why governments make laws - Recognizing different types of local governments - Main areas of city government responsibilities - Differences between rules and laws	<b>Subject Focus:</b> Social Studies, Science, Math, Lang. Arts  <b>Central Idea:</b> The world has an abundance of food but there are still people starving.  <b>An Inquiry Into:</b> - world hunger and its causes - who is hungry - ways people are helping to stop hunger in the world

<p><b>Level Grade 4</b></p>	<p><b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; <b>human relationships including families, friends, communities, and cultures</b>; rights and responsibilities; what it means to be human.</p>	<p><b>Where we are in place &amp; time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; <b>the discoveries, explorations and migrations of humankind</b>; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b>How we express ourselves</b> An inquiry into the ways in which we <b>discover and express ideas</b>, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p><b>How the world works</b> <u>An inquiry into the natural world and its laws</u>; the interaction between the natural world (physical and biological) and human societies; <u>how humans use their understanding of scientific principles</u>; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How we organize ourselves</b> <u>An inquiry into the interconnectedness of human-made systems and communities</u>; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>Sharing the planet</b> <u>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things</u>; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p><b>Grade 4 (9 – 10 years)</b></p>	<p><b>Subject Focus:</b> Social Studies, Lang. Arts, Art</p> <p><b>Related Concepts:</b> Diversity, Identity, Traditions</p> <p><b>Central Idea:</b> To understand the culture of others we must first understand our own.</p> <p><b>An Inquiry Into:</b></p> <ul style="list-style-type: none"> <li>- Exploring the concept of culture/heritage</li> <li>- Different elements of culture</li> <li>- Similarities and differences between cultures</li> </ul>	<p><b>Subject Focus:</b> Social Studies, Lang. Arts, Science</p> <p><b>Related Concepts:</b> Forms of Energy, Technological Advances, Transformation of Energy</p> <p><b>Central Idea:</b> Exploration leads to knowledge and innovation.</p> <p><b>An Inquiry Into:</b></p> <ul style="list-style-type: none"> <li>- Reasons for exploration</li> <li>- Inventions that have helped people to explore</li> <li>- The impact of exploration over time</li> </ul>	<p><b>Subject Focus:</b> Lang. Arts, Drama, Health, Social Studies</p> <p><b>Central Idea:</b> We use art to share important messages.</p> <p><b>An Inquiry Into:</b></p> <ul style="list-style-type: none"> <li>- Different art forms</li> <li>- Important messages conveyed by art</li> <li>-creating and sharing art that conveys important messages</li> </ul>	<p><b>Subject Focus:</b> Art, Science, Lang. Arts</p> <p><b>Central Idea:</b> Light and sound are partners that help us experience the world.</p> <p><b>Inquiry Into:</b></p> <ul style="list-style-type: none"> <li>- Properties of light and sound</li> <li>- Understanding the interactions of light and sound</li> <li>- Everyday uses for light and sound</li> </ul>	<p><b>Subject Focus:</b> Science, Social Studies, Lang. Arts</p> <p><b>Central Idea:</b> Where we live depends on features of the Earth.</p> <p><b>Inquiry Into:</b></p> <ul style="list-style-type: none"> <li>- Where people live</li> <li>- Features of the Earth</li> <li>- Connections between where people live and the features of the Earth</li> </ul>	<p><b>Subject Focus:</b> Science, Lang. Arts</p> <p><b>Central Idea:</b> Living things depend on each other and their environment for survival.</p> <p><b>An Inquiry Into:</b></p> <ul style="list-style-type: none"> <li>-Conditions that animals need in order to thrive</li> <li>- Changes that have occurred to animals and their habitats</li> <li>- Causes of destruction of animal habitats and sustainability strategies</li> </ul>

<p><b>Level</b> <b>Grade 5</b></p>	<p><b>Who we are</b> <u>An inquiry into the nature of the self; beliefs and values</u>; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; <u>what it means to be human.</u></p>	<p><b>Where we are in place &amp; time</b> An inquiry into orientation in place and time; personal histories; <u>homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations</u>, from local and global perspectives.</p>	<p><b>How we express ourselves</b> <u>An inquiry into the ways in which we discover and express ideas, feelings,</u> nature, culture, beliefs and values; <u>the ways in which we reflect on, extend and enjoy our creativity</u>; our appreciation of the aesthetic.</p>	<p><b>How the world works</b> An inquiry into the natural world and its laws; <u>the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles;</u> the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How we organize ourselves</b> <u>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations;</u> <u>societal decision-making</u>; economic activities and their impact on humankind and the environment.</p>	<p><b>Sharing the planet</b> <u>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things;</u> communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p><b>Grade 5</b> <b>(10– 11 years)</b></p>	<p><b>Subject Focus:</b> Social Studies, Lang. Arts</p> <p><b>Related Concepts:</b> Religion, Roles, Traditions</p> <p><b>Central Idea:</b> Rites of passage mark significant transitions in a person’s life</p> <p><b>An Inquiry Into:</b> - Identifying and defining rites of passage - How rites of passage differ between various cultures - Changes that occur in the human body</p>	<p><b>Subject Focus:</b> Social Studies, Lang. Arts</p> <p><b>Central Idea:</b> People migrate to satisfy the needs of individuals and groups</p> <p><b>An Inquiry Into:</b> - Migration around the world - Reasons for migration - Impacts of migration</p>	<p><b>Subject Focus:</b> Lang. Arts, Math, Social Studies, science</p> <p><b>Central Idea:</b> Literacy opens doors to the world around us</p> <p><b>An Inquiry Into:</b> - The function of literacy in society - Literacy as a form of art, expression and entertainment - Occupations that are literacy dependant - Reading and writing are enjoyable experiences</p>	<p><b>Subject Focus:</b> Science, Math, Lang. Arts</p> <p><b>Central Idea:</b> The forces behind simple machines make work easier and improve the quality of our lives</p> <p><b>An Inquiry Into:</b> - Forces that help simple machines work - Different types of simple machines. - How simple machines help us in our daily life.</p>	<p><b>Subject Focus:</b> Social Studies, Lang. Arts</p> <p><b>Central Idea:</b> Modern decision making structures have their roots in the ancient world</p> <p><b>An Inquiry Into:</b> - Rights and responsibilities of citizens are keys to a democratic process - Governments exist for many purposes - Forms of decision making - Voting processes</p>	<p><b>Subject Focus:</b> Science, Lang. Arts, Math</p> <p><b>Central Idea:</b> Human developments have a dramatic impact on the Earth’s weather systems</p> <p><b>An Inquiry Into:</b> - Climate change and its causes - Weather related technological innovations developed by cultures in response to specific conditions</p>

<b>Level Grade 6</b>	<b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; <b>human relationships including families, friends, communities, and cultures</b> ; rights and responsibilities; <b>what it means to be human.</b>	<b>Where we are in place &amp; time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the <b>relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</b>	<b>How we express ourselves</b> <b>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;</b> the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<b>How the world works</b> <b>An inquiry into the natural world and its laws;</b> the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles;</b> the impact of scientific and technological <b>advances on society and on the environment.</b>	<b>How we organize ourselves</b> <b>An inquiry into the interconnectedness of human-made systems and communities;</b> the structure and function of organizations; societal decision-making; economic activities <b>and their impact on humankind and the environment.</b>	<b>Sharing the planet</b> <b>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things;</b> communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Grade 6 (11 – 12 years)</b>	<b>Subject Focus:</b> Social Studies, Lang. Arts  <b>Related Concepts:</b> Cooperation, conflict, leadership, teamwork  <b>Central Idea:</b> Internationalism happens as people from different countries come together to live, play, and communicate with each other  <b>An Inquiry Into:</b> - The role of migration in creating internationalism - Stereotyping and how other cultures are presented to us - Participation in a global culture leads to greater cross-cultural understanding	<b>Subject Focus:</b> Math, Lang. Arts, Social Studies  <b>Central Idea:</b> Leadership is a balance between attitudes, ideas, and people  <b>An Inquiry Into:</b> - Interdependence of leadership and people - Prejudice in decision making can have an effect on people and their rights - Actions people can take in choosing responsible leaders	<b>Subject Focus:</b> Language Arts, Health, Social Studies  <b>Central Idea:</b> The media can alter and manipulate, images, perception, needs and wants  <b>An Inquiry Into:</b> - Different kinds of media used in advertising - The purpose of advertising and how it impacts on us - Devices that are used to manipulate perceptions. - Methods of persuasion through language	<b>Subject Focus:</b> Science, Math, Lang. Arts  <b>Central Idea:</b> Earth and its relationships with the universe make it unique  <b>An Inquiry Into:</b> -Problems in space travel and exploration - People’s conceptions of earth and its position in the solar system - Astronauts need to meet their basic needs in space	<b>Subject Focus:</b> Science, Lang. Arts  <b>Central Idea:</b> Technology affects our lives and how we organize ourselves  <b>An Inquiry Into:</b> - We are growing ever more dependent on technology - Technology has had an impact on how we live and will impact the future - Systems which integrate people and technology are complex and closely related	<b>Subject Focus:</b> Science, Math, Social Studies, Lang. Arts, Art/Music  <b>Central Idea:</b> Sustainability is not an option it is a necessity  <b>An Inquiry Into:</b> - Similarities, differences, and cooperative practices in sustainability between Japan and another country - Implementing ways to reduce ecological footprints - Visualizing a desirable and sustainable future