

# Osaka YMCA International School Program of Inquiry

## 2015-2016



### Pre-School Program of Inquiry

TT	Who we are	Where we are in place& time	How we express ourselves	How we organize ourselves
PS 3-5 years old	<b>An inquiry into the nature of the self;</b> beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends,</b> communities, and cultures; rights and responsibilities; <b>what it means to be human.</b>	<b>An inquiry into orientation in place and time; personal histories;</b> 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>An inquiry into the ways in which we discover and express ideas, feelings,</b> nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<b>An inquiry into the interconnectedness of human-made systems and communities;</b> the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
CI	Humans have personal characteristics that impact their relationships.	People change throughout their lives.	Feelings and ideas can be explored and expressed through play.	Communities function effectively when rules and routines are followed by all members.
KCs	form, perspective	change, responsibility	connection, perspective	connection, function, responsibility
RCs	identity, relationships, character	growth, belonging	representation, imagination, role-play	community, system
LOI and KCs	Individuals have unique characteristics (form) People have similarities and differences (perspective) Humans have relationships with family and friends (perspective)	Humans change over time in many ways (Change) Growing up brings responsibility (Responsibility)	Play provides opportunities for communication (perspective) Ideas and feelings can be expressed in many different ways (connection)	People are part of different communities (connection) Different communities have different expectations (Function) Members of communities must communicate effectively (responsibility)
LP	reflective, balanced. caring	balanced, open-minded, inquirer	communicator, risk-taker, open-minded	principled, thinkers, knowledgeable
A	tolerance, respect	independence, curiosity,	enthusiasm, confidence, empathy, appreciation	cooperation, creativity. integrity, commitment
AL	SMS: Informed Choices, Codes of Behavior, Fine Motor Skills SS: Adopting a variety of group roles CS: Listening, Speaking TS: Acquisition of knowledge	SS: Accepting responsibility, Adopting a variety of group roles, Resolving conflict SMS: Organization, Codes of behavior, Informed choices, Time management, Gross motor skills RS: Organizing data, Presenting research	SS: Adopting a variety of group roles, Cooperating, Resolving conflict CS: Listening, speaking, Non-verbal communication SMS: spatial awareness, gross motor skills, fine motor skills, safety	SS: Accepting responsibility, resolving conflict, group decision making, cooperating CS: speaking, listening, reading and writing RS: Formulating questions SMS: Informed choices, Codes of behavior, Safety, Organization

## Kindergarten A Program of Inquiry

TT	Who we are	Where we are in place & time	How we express ourselves	How the world works
PS- KA  3-5 years old	<b>An inquiry into the nature of the self;</b> beliefs and values; <b>personal, physical, mental, social</b> and spiritual <b>health</b> ; human relationships including families, friends, communities, and cultures; rights and responsibilities; <b>what it means to be human.</b>	<b>An inquiry into orientation in place and time; personal histories;</b> homes and journeys; the discoveries, explorations and migrations of humankind; <b>the relationships between and the interconnectedness of individuals and civilizations,</b> from local and global perspectives.	<b>An inquiry into the ways in which we discover and express ideas, feelings,</b> 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>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies;</b> how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
CI:	Humans use their body and mind to experience and learn about the world.	Traditions allow people to reflect on who they are and where they come from.	Stories can engage their audience and communicate meaning.	Living things have certain requirements to grow and stay healthy.
KCs:	form, reflection, causation	reflection, change, perspective	connection, perspective	form, function, responsibility
RCs:	classification, learning, experience	culture, heritage, history	communication, narrative	classification, living & non-living
LOI and KCs	Humans have physical and mental characteristics (form)  Humans learn by thinking, doing, and experiencing (reflection)  Understanding changes with experience (causation)	People and places have unique histories and traditions (perspective)  Traditions are shared and sustained through time (reflection)  Traditions are observed in different ways in different contexts (change)	Stories convey different messages and ideas (Perspective)  Stories are created and shared in creative ways (Connection)  Stories evoke an emotional response (Perspective)	Everything can be characterised as living or non-living (form)  Particular conditions need to be present for living things to survive and thrive (Function)  Humans affect how other living things grow and survive (Responsibility)
LP	risk-takers, inquirers, thinkers	reflective, inquirer	open-minded, communicators	principled, caring, knowledgeable
A	curiosity, confidence	commitment, independence	creativity, empathy	appreciation, curiosity
AL	CS: Speaking, Listening, Non-verbal RS: Observing, Formulating questions TS: Analysis SMS: Informed choices, Spatial awareness, fine motor skills	CS: Listening and speaking TS: Analysis RS: Collecting data, Research skills, Interpreting data	CS: Listening, Speaking, Reading TS: Comprehension, Analysis, Synthesis SS: Adopting a variety of group roles, Cooperating, Resolving conflict, Group decision making	TS: Acquisition of knowledge, analysis RS: Observing, organizing data, interpreting data SMS: Healthy lifestyle

## Kindergarten B Program of Inquiry

TT	Who we are	Where we are in place & time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
KB 5-6 years old	<b>An inquiry into the nature of the self;</b> beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends,</b> communities, and cultures; <b>rights and responsibilities;</b> what it means to be human.	<b>An inquiry into orientation in place and time;</b> personal histories; <b>homes</b> 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>An inquiry into the ways in which we discover and express ideas, feelings,</b> 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>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies;</b> how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	<b>An inquiry into the interconnectedness of human-made systems and communities;</b> the structure and function of organizations; <b>societal decision-making;</b> economic activities and their impact on humankind and the environment.	<b>An inquiry into 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.
CI	The actions people take affect themselves and others.	Homes around the world reflect culture and place.	Imagination allows people to be creative thinkers and communicators.	Human activities are connected to the Earth's natural cycles.	Members of a community cooperate to meet common goals.	Plants are a life-sustaining resource shared by people and other living things.
KCs	causation, perspective	function, connection, change	connection, perspective	change, causation	responsibility, function, reflection	form, connection, responsibility
RCs	safety, self-regulation, choice	culture, home, family	empathy, imagination, creativity	cycles, interaction, behaviour	interdependence, collaboration	interdependence, needs, sustainability
LOI and KCs	Contributing factors affect how people act (causation)  Different choices create different outcomes (causation)  The actions people take influence how others perceive them (perspective)	Homes are made differently around the world (form)  Homes provide a place to learn about culture (function)  Homes change through time in response to the place they are in (change)	People share their imagination in different ways (Perspective)  Imagination helps people consider many perspectives (Perspective)  People use their imagination to solve problems creatively (Connection)	Cycles are all around (form)  The natural environment changes over time (change)  Human behaviour is influenced by different cycles (causation)	Planning is an important element of reaching a goal (function)  Reflecting on past goals helps a community work towards new goals (reflection)  Different roles and responsibilities are required when working towards a common goal (responsibility)	Plants come in many different forms (Form)  Plants meet the needs of living things (connection)  Humans have a responsibility to ensure the sustainable use of plants (responsibility)
LP	balanced, thinker, caring	inquirer , reflective	reflective, risk-taker	thinker, communicator	communicator, open-minded	knowledgeable, principled
A	empathy, integrity, tolerance	respect, curiosity	creativity, confidence, independence	curiosity, enthusiasm	commitment, co-operation	appreciation, enthusiasm, respect
AL	SS: Accepting, Respecting, Cooperating, Resolving Conflict, SMS: Gross motor skills, fine motor skills, spatial awareness, time management, organization, safety, healthy lifestyle, codes of behaviour CS: Listening, speaking, reading, writing, viewing, presenting, non-verbal communication	RS: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research Findings, TS: Acquisition of Knowledge, Comprehension, Application, Analysis,	SS: Accepting responsibility CS: Speaking, Writing, Reading, Presenting, Non-verbal communication TS: Analysis, Synthesis, Dialectical Thought. SMS: fine motor skills, spatial awareness, organization, safety, codes of behaviour	CS: Listening, Speaking, Reading, Viewing , Presenting, Non-verbal Communication TS: Acquisition of knowledge, Comprehension, Application, Evaluation RS: Formulating Questions, Observing, Planning, Collecting , Recording , Organizing, Interpreting Data, Presenting Research Findings	SS: Accepting, Respecting, Cooperating, Resolving Conflict, Group Decision making, adopting a variety of group roles CS: Listening, Speaking, Writing TS: Application, Synthesis, Evaluation, SMS: Organization, Time Management, Safety, Codes of behaviour, Informed choices	SS: Accepting responsibility, co-operating, CS: Reading, Writing TS: Acquisition of knowledge, comprehension, application RS: Observing, planning SMS: fine motor skills, spatial awareness, organization, time management, safety,

# Grade 1 Program of Inquiry

TT	Who we are	Where we are in place & time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Grade One 6-7 years old	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; rights and responsibilities;</b> what it means to be human.	<b>An inquiry into orientation in place and time; personal histories;</b> 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>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;</b> our appreciation of the aesthetic.	<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 advances on society and on the environment.	<b>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making;</b> economic activities and their impact on humankind and the environment.	<b>An inquiry into rights and responsibilities in the struggle to share finite resources with other things; communities and the relationships within and people and with other living between them;</b> access to equal opportunities; peace and conflict resolution.
CI	People’s relationships have an impact on well-being.	Family histories provide an insight into cultural and personal identity.	The creative process is a way for people to express and respond to ideas and feelings.	Matter can be changed to suit different purposes.	The roles and responsibilities within a community influence how it functions.	Humans and living things form relationships to share environments.
KCs	causation, responsibility	change, reflection, perspective	form, perspective, reflection	form, function, change	responsibility, connection, function	form, responsibility, connection
RCs	conflict, cooperation, relationships	heritage, family, history, tradition	communication, networks, diversity	process, properties,	cooperation, employment	lifestyle, resources, interdependence
LOI and KCs	Relationships are established in different contexts (causation) Relationships involve roles and responsibilities (responsibility) Specific skills and attitudes are required to maintain relationships (responsibility)	Families change over time (change) Families have stories that are shared in many ways (reflection) A person’s identity is influenced by their experiences in a family (perspective)	The diversity of human communication (form) How we interpret what others communicate (perspective)	Matter can be identified and categorised according to its properties (form) Matter can be manipulated for different purposes (function) Matter is used to create products (change)	Communities require many roles and responsibilities (Function) Roles and responsibilities within a community work towards a common purpose (Connection) Collective responsibility presents both benefits and challenges (Reflection)	Different kinds of habitats are found around the world (form) Living things are interdependent (connection) Humans share a relationship with the natural world and its resources (responsibility)
LP	caring, open-minded, principled	communicators, thinker, reflective	reflective, communicator,	inquirers, thinkers, knowledgeable	risk-taker, caring, balanced	thinker, balance, caring
A	cooperation, empathy, tolerance, independence	appreciation, curiosity, tolerance	confidence, creativity, empathy, enthusiasm	curiosity, commitment, Independence	appreciation, Commitment, cooperation	commitment, integrity
AL	SS: Respecting Others, Cooperating, Accepting Responsibility, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles CS: Listening, Speaking, Non-verbal SM: Codes of Behavior, Safety, Informed Choices	RS: Collecting data, Recording data, Interpreting data, and Presenting research findings CS: Listening, Speaking, Writing TS: Synthesis, Evaluation	C.S: Reading, Writing, viewing, presenting, non-verbal communication S.S: Resolving conflicts T.S. Metacognition, analysis, evaluation SM: Time management	T.S: Acquisition of knowledge, comprehension, analysis R.S: Formulating questions, observing, planning, collecting data, recording data, presenting research findings.	SS: Accepting Responsibility, Cooperating, Group Decision Making, Adopting a variety of roles SM: Time Management, Safety, Organization, Codes of Behavior	R.S: Formulating questions, observing, planning, collecting data, recording data, organizing data,, interpret data, and present research findings T.S: Acquisition of knowledge, comprehension, application, analysis, evaluation

## Grade 2 Program of Inquiry

TT	Who we are	Where we are in place& time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Grade Two 7-8 years old	<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; rights and responsibilities; what it means to be human.	<b>An inquiry into orientation in place and time;</b> 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.	<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 enjoy our creativity;</b> 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; <b>the impact of scientific and technological advances on society and on the environment.</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 and their impact on humankind and the environment.	<b>An inquiry into 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;</b> peace and conflict resolution.
CI	The choices people make affect their health and well-being.	The need to improve life drives creative exploration and discovery.	Expression of ideas and feelings reflects culture.	Human and natural elements contribute to the survival of different living things.	Signs and symbols facilitate local and global communication.	Access to resources is shared and limited leading people to make choices.
KCs	form, perspective, connection , responsibility, reflection	connection, change, function	perspective, form, connection	form, causation, change	perspective, connection	perspective; connection; function
RCs	health, well-being, choice, consequence	innovation, invention, discovery	culture, expression, narrative	adaptation, evolution, extinction	communication, symbolism, representation	resources, equality, access
LOI	Many aspects contribute to health (form)  Various aspects of health are interdependent (connection)  The health choices people make depend on context (perspective)	Inventions and innovations aim to meet needs and wants (Function)  Exploration leads to discovery (Connection)  Creation evolves over time (Change)	Many factors drive people to share their ideas and feelings (Connection)  Expression of ideas and feelings takes many forms (Form)  Stories enable us to relate to the morals and values of different cultures (Perspective)	Living things can be classified (form)  Living things adapt to the environment adaptation to survive (change)  Humans contribute to the survival and extinction of living things (causation)	Signs and symbols are used to communicate (Connection)  Symbols are representations that can be interpreted (Connection)  Communities create and interpret symbols differently (Perspective)	Natural resources contribute to meeting the needs of living things (Function)  access to resources around the world isn't always equal (perspective)  Living things compete to share natural resources (Connection)
LP	balanced, reflective, open-minded	Inquirer, Principled	Communicators, Reflective, Risk taker	knowledgeable, Thinker	Reflective, Caring	Balanced, Reflective
A	Integrity, commitment, cooperation	Independence, Creativity, curiosity, Enthusiasm	Empathy, Tolerance, Confidence	Appreciation, Enthusiasm, respect	Confidence, Creativity, Enthusiasm	Appreciation, Empathy, Independence
AL	SS: Respecting others, cooperating, group decision making, adapting a variety of group roles TS: Acquisition of knowledge, synthesis, analysis, evaluation CS: Listening, speaking& writing RS: collecting data, recording data, organizing data and interpreting SMS; Gross motor skills, organization, Time-management, safety, Healthy lifestyle	SS: Accepting responsibility, cooperating, respecting others. TS: Acquisition of Knowledge, application, synthesis RS: Formulating questions, collecting data, recording data, organizing data and interpreting.	CS: Listening, Speaking, Reading and writing TS: Comprehension, Analysis, Evaluation, SMS: Organization, time management, informed choices. SS: Respecting others	CS:, writing TS: Application, comprehension, Analysis RS: Collecting , Recording, Organizing. Interpreting and Presenting data. SMS: Fine motor skills, Time management, organization	CS: Non-verbal communication; Written-writing TS: Application, synthesis RS: Collecting data; Recording data; Organizing data; SMS: Fine motor skills SS: Respecting other	SMS: codes of behavior; informed choices, Healthy lifestyle SS: resolving conflict, TS: Acquisition of knowledge, Comprehension CS: listening, speaking

# Grade 3 Program of Inquiry

TT	Who we are	Where we are in place & time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Grade Three 8-9 years old	<b>An inquiry into the nature of the self;</b> beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including</b> families, friends, <b>communities</b> , and cultures; rights and responsibilities; <b>what it means to be human.</b>	<b>An inquiry into orientation in place and time;</b> personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <b>the relationships between and the interconnectedness of individuals and civilizations</b> , from local and global perspectives.	An inquiry into the ways in which we discover and <b>express ideas, feelings</b> , nature, <b>culture</b> , beliefs and values; the ways in which we reflect on, extend and <b>enjoy our creativity; our appreciation of the aesthetic.</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; the impact of scientific and technological advances on society and on the environment.</b>	<b>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations;</b> societal decision-making; economic activities and their impact on humankind and the environment.	<b>An inquiry into</b> 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; <b>peace and conflict resolution.</b>
CI	Understanding different ways of learning enables people to work effectively in learning communities.	History.... recognition.... place.... development or decline  Places and landmarks have an evolving history	Pop culture often influences the way we think and express ourselves	Different factors influence people's energy choices.	Communities provide interconnected services designed to meet people's needs.	Rights, responsibilities, and conflict resolution are important elements of peaceful human interactions.
KCs	form, function, connection,	Causation, Reflection, Perspective	Form, Perspective, Function	Form, Change, Reflection	Causation, Function, Connection	Form, Perspective, Responsibility
RCs	learning, understanding, community	discovery, exploration	collaboration, inspiration, communication	energy, conversion, choice	networks, community	rights, roles, citizenship, conflict
LOI	People construct knowledge and develop understanding in many ways (form)  New understandings are evidenced in particular ways (function)  Individual learning preferences impact the way people work together in a learning community (connection)	Places have histories that can be explored (reflection)  Places change or remain the same as a result of their societies (causation)  Landmarks recognize and memorialize the history of a place (perspective)	Popular culture and the diverse ways people express themselves the impact of popular culture  Perception of pop-culture (perspective)	Different sources result in different forms of energy (form)  Sources can be converted to usable energy (change)  Advances in energy resources affects society and the environment (reflection)	Many factors influence where people live (Causation)  Services are planned and provided in response to community needs and wants (Function)  Interconnected services ensure efficiency and convenience (Connection)	Rights come with responsibilities (form)  Actions have wide-ranging effects (responsibility)  Effective conflict resolution requires everyone's rights to be respected (Perspective)
LP	inquirer, Caring	inquirer, knowledgeable	communicator, Risk-taker	thinker, knowledgeable	knowledgeable, caring	reflective, principled
A	commitment, tolerance	curiosity, confidence	appreciation, creativity	enthusiasm, confidence	cooperation, independence	respect, integrity
AL	TS: Metacognition SS: Accepting Responsibility, respecting others SMS: Informed Choices	RS: All TS: Evaluation, Dialectical Thought CS: Reading	CS: Listening, Speaking, Writing, Viewing, Presenting, Non-Verbal SMS: GMS, Fine Motor Skills and Spatial Skills (P.E.) Organization, Time management	TS: Analysis, Synthesis, Acquisition of Knowledge, Comprehension, Application RS: All SS: Organization, Informed Choices	SS: Group Decision Making, Cooperating, Adopting a Variety of Roles SMS: Organization TS: Application, Dialectical Thought	RS: planning, collecting data, interpreting data TS: Acquisition of knowledge, Comprehension, Application, Synthesis SMS: Organization, Time management

# Grade 4 Program of Inquiry

TT	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
Grade Four 9-10 years old	<b>An inquiry into the nature of the self; beliefs and values;</b> personal, physical, mental, social <b>and spiritual health; human relationships including families, friends, communities, and cultures;</b> rights and responsibilities; <b>what it means to be human.</b>	<b>An inquiry into orientation in place and time;</b> 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>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.</b>	<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;</b> the impact of scientific and technological advances on society and on the environment.	<b>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.</b>	<b>An inquiry into 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.
CI	Beliefs influence the way humans act and interact.	The development of past civilizations influences the way people live today.	Artists select specific artistic elements to express their ideas.	People apply their knowledge to understand how Earth's systems and human societies interact.	Businesses, individuals, and societies depend on each other for mutual benefit.	People can establish practices in order to sustain and maintain the Earth's resources.
KCs	connection, perspective, reflection	change, causation, connection	perspective, reflection, form	form, causation, reflection	function, causation, responsibility	connection, responsibility, reflection
RCs	religion, identity, diversity	consequences, discovery, geography	response, interpretation, creativity, viewing	cause and effect, systems	wealth, distribution, interdependence	interdependence, conservation
LOI and KCs	Different belief systems have developed over time (Reflection) Beliefs contribute to a person's identity (Connection) Personal experiences influence the beliefs people have (Perspective)	A civilisation is a web of interdependent elements (connection) Elements of past civilisations endure for different reasons (causation) The evolution of ideas and inventions influences the future (change)	Visual arts apply specific elements to express and represent ideas (Form) Past artworks provide inspiration for new artworks (reflection) Visual artists' work invites a response from viewers (Perspective)	Different components of Earth's systems interact (form) Earth's systems change due to natural and human interactions (causation) Humans use their scientific knowledge to adapt to change (reflection)	Humans produce and consume a variety of goods and services (function) Businesses apply strategies to market goods and services (causation) Consumer and business choices impact society (responsibility)	Living things and natural environments share a relationship (Connection) Actions benefit or harm the environment (Reflection) Humans have a responsibility to uphold when using the natural environment (Responsibility)
LP	open-minded, reflective, caring	knowledgeable, inquirers	reflective, risk takers,	inquirers, thinkers, knowledgeable	principled, risk taker	Caring, Principled
A	appreciation, tolerance, empathy	enthusiasm, curiosity, commitment	appreciation, confidence, creativity	curiosity, independence, confidence	cooperation, integrity, commitment	Curiosity, Respect
AL	RS: Forming questions, Observing, Collecting data, Presenting research: Social Skills: Respecting others: Thinking Skills: Acquisition of knowledge, Synthesis, Evaluation, Dialectical thought:	SS: Cooperating, Group decision making, Adopting a variety of roles RS: Planning, Present findings TS: Acquisition of knowledge, Comprehension, Application	SMS: Fine Motor, Spatial awareness: RS: Observing, Interpreting Data TS: Analysis, Dialectic thought CS: Viewing	RS: observing, recording data; organizing data; CS: listening; reading; writing SMS: Safety	SS: Accepting responsibility, Group decision making CS: Listening, Speaking: Writing: TS: Evaluation RS: Collecting data SS: Codes of behavior, informed choices	TS: Analysis SS: Respecting Others, Accepting Responsibility CS: Writing

## Grade 5 Program of Inquiry

TT	Who we are	Where we are in place & time	How we express ourselves	How the World Works	How we organize ourselves	Sharing the planet
Grade 5 10-11 years old	<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>	An inquiry into the interconnectedness of human-made systems and communities; <b>the structure and function of organizations; societal decision-making;</b> 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; <b>communities and the relationships within and between them; access to equal opportunities;</b> peace and conflict resolution.
CI	Personal well-being is dependent on a complex balance of interconnected elements.	EXHIBITION	Media can be analysed and applied to communicate specific messages.	The construction of buildings and structures is dependent upon environmental factors, human ingenuity, and available materials.	Government and citizens have an influence on one another.  - included the two-way relationship of citizens and govt. (ie: not always one-way)	Children worldwide encounter a range of challenges, risks and opportunities.
KCs	form, responsibility, causation	ALL	form, perspective, reflection	form, function, connection	function, perspective, responsibility	connection, causation, responsibility
RCs	growth, relationships, health, systems	To be announced	creativity, diversity, stereotypes	design, technology, sustainability	government, rights, citizenship	rights, equality, risk, opportunity, challenge
LOI and KC's	Well-being involves all aspects of health (Form)  The systems of the human body develop over time (Causation)  The choices people make affect their well-being (Responsibility)	To be announced	Media messages are communicated in different forms (form)  Media can be analysed from the perspectives of producer and audience (perspective)  Media expression can influence people's lives (reflection)	Architecture is influenced by the context of the community it is in (function)  The successful construction of buildings and structures is dependent on the selection of materials (Form)  Buildings and structures have an impact on the environment (Connection)	Different government systems function in specific ways (Function)  Government decision-making reflects the rights of citizens (Perspective)  Citizenship brings rights and responsibilities (Responsibility)	Children around the world encounter challenges, risks and opportunities (Connection)  Consequences depend on how children respond to challenges, risks and opportunities (Causation)  Individuals and organizations work to protect children from risk (Responsibility)
LP	Caring, Reflective, Balanced	ALL	Open-minded, Caring, Reflective	Inquirer, Thinkers, Knowledgeable	Knowledgeable, Principled, Thinker	Principled, Thinkers, Risk-Takers
A	Integrity, Respect, Independence, Confidence	ALL	Creativity, Tolerance, Appreciative, Respect, Independence	Curiosity, Independence, Creativity	Cooperation, Commitment, Curiosity, Integrity	Integrity, Respect, Cooperation, Empathy
AL	SS: All SMS: All	RS: ALL TS: ALL	TS: Acquisition of Knowledge, Analysis, Application, Evaluating RS: Formulating Questions, observing, Interpreting	TS: Acquisition of Knowledge, Analysis, Application RS: Formulating Questions, observing, planning	TS: Acquisition of Knowledge, Comprehension, Synthesis RS: Formulating Questions, Collecting data, Recording, Organizing, Interpreting, Presenting Research Data SS: Respecting Others CS: Reading, writing, presenting	TS: Acquisition of Knowledge, Analysis, Application, Evaluating SS: All SMS: Safety, Codes of Behaviour, Informed Choices

**TT: Bold italicized words in the transdisciplinary definitions are the areas of focus for the unit**  
**TT: Transdisciplinary Themes CI: Central Idea KC: Key Concepts LP: Learner Profile A: Attitudes**  
**AL: Transdisciplinary Skills: SS: Social Skills CS: Communication Skills TS: Thinking Skills RS: Research Skills SMS: Self-management Skills**

