

# ISP Program of Inquiry

2022-2023

[POI Timeline 2022-2023](#)

Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
An inquiry into <ul style="list-style-type: none"> <li>- the nature of the self;</li> <li>- beliefs and values;</li> <li>- personal, physical, mental, social and spiritual health;</li> <li>- human relationships including families, friends, communities, and cultures;</li> <li>- rights and responsibilities;</li> <li>- what it means to be human.</li> </ul>	An inquiry into <ul style="list-style-type: none"> <li>- orientation in place and time;</li> <li>- personal histories;</li> <li>- homes and journeys;</li> <li>- the discoveries, explorations and migrations of humankind;</li> <li>- the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</li> </ul>	An inquiry into <ul style="list-style-type: none"> <li>- the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;</li> <li>- the ways in which we reflect on, extend and enjoy our creativity;</li> <li>- our appreciation of the aesthetic.</li> </ul>	An inquiry into <ul style="list-style-type: none"> <li>- the natural world and its laws;</li> <li>- the interaction between the natural world (physical and biological) and human societies;</li> <li>- how humans use their understanding of scientific principles;</li> <li>- the impact of scientific and technological advances on society and on the environment.</li> </ul>	An inquiry into <ul style="list-style-type: none"> <li>- the interconnectedness of human-made systems and communities;</li> <li>- the structure and function of organizations;</li> <li>- societal decision-making;</li> <li>- economic activities and their impact on humankind and the environment.</li> </ul>	An inquiry into <ul style="list-style-type: none"> <li>- rights and responsibilities in the struggle to share finite resources with other people and with other living things;</li> <li>- communities and the relationships within and between them;</li> <li>- access to equal opportunities;</li> <li>- peace and conflict resolution.</li> </ul>
<b>PreK</b>					
<b>CENTRAL IDEA:</b> We are learning about who we are in relationship with others and our environment.		<b>CENTRAL IDEA:</b> We explore and make sense of our world through creative play.	<b>CENTRAL IDEA:</b> Our world is organized around predictable patterns and cycles.		<b>CENTRAL IDEA:</b> We connect with our environment through curiosity and responsibility.
<b>LINES OF INQUIRY:</b> Exploring about myself (form) Identifying and managing emotions (causation) Challenging ourselves (perspective)		<b>LINES OF INQUIRY:</b> Building understanding through sensory play (connection) Problem solving and decision-making (causation) Creativity in communication and storytelling (function)	<b>LINES OF INQUIRY:</b> Understanding patterns and cycles around us (form) Using patterns and cycles (connection) Predictability (change)		<b>LINES OF INQUIRY:</b> The spaces in our environment (form) Curious looking (perspective) Personal responsibility in our spaces (responsibility)
<b>KEY CONCEPTS:</b> Causation Form Perspective		<b>KEY CONCEPTS:</b> Function Causation Connection	<b>KEY CONCEPTS:</b> Form Change Connection		<b>KEY CONCEPTS:</b> Form Perspective Responsibility
<b>RELATED CONCEPTS:</b> Play, likes/dislikes, physical characteristics, similarities/differences		<b>RELATED CONCEPTS:</b> Play, senses, problem solving, storytelling, communication	<b>RELATED CONCEPTS:</b> Play, cycles, patterns, predictability, observation		<b>RELATED CONCEPTS:</b> Play, curiosity, responsibility, environment, observation, questions
<b>SUBJECT FOCUS:</b> PSPE, Social studies		<b>SUBJECT FOCUS:</b> PSPE, Language	<b>SUBJECT FOCUS:</b> PSPE, Science		<b>SUBJECT FOCUS:</b> PSPE, Science

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<b>LowK</b>					
<p><b>CENTRAL IDEA:</b></p> <p>We are learning about who we are in relationship with others and our environment.</p>		<p><b>CENTRAL IDEA:</b></p> <p>People express their imagination and creativity in various ways.</p>	<p><b>CENTRAL IDEA:</b></p> <p>We construct theories about how the world works through playful exploration.</p>		<p><b>CENTRAL IDEA:</b></p> <p>We connect with our environment through curiosity and responsibility.</p>
<p><b>LINES OF INQUIRY:</b></p> <p>Respectful interactions with others (form)</p> <p>Being open-minded to see differences in others (perspective)</p> <p>Actions and consequences (causation)</p>		<p><b>LINES OF INQUIRY:</b></p> <p>Using imagination to explore different materials (connection)</p> <p>Ways creativity can be expressed (function)</p> <p>Appreciating your own creativity and that of others (perspective)</p>	<p><b>LINES OF INQUIRY:</b></p> <p>Asking scientific questions (form)</p> <p>Playful experimentation (function)</p> <p>Making conclusions (causation)</p>		<p><b>LINES OF INQUIRY:</b></p> <p>Our responsibility in nature (responsibility)</p> <p>The needs of living things (function)</p> <p>How nature impacts our lives (connection)</p>
<p><b>KEY CONCEPTS:</b></p> <p>Form</p> <p>Causation</p> <p>Perspective</p>		<p><b>KEY CONCEPTS:</b></p> <p>Connection</p> <p>Function</p> <p>Perspective</p>	<p><b>KEY CONCEPTS:</b></p> <p>Causation</p> <p>Form</p> <p>Function</p>		<p><b>KEY CONCEPTS:</b></p> <p>Connection</p> <p>Function</p> <p>Responsibility</p>
<p><b>RELATED CONCEPTS:</b></p> <p>Play, relationships, respect, differences, consequences, community, self-management</p>		<p><b>RELATED CONCEPTS:</b></p> <p>Play, imagination, materials, interpretation, storytelling</p>	<p><b>RELATED CONCEPTS:</b></p> <p>Play, theories, experimentation, questions, conclusions, observation</p>		<p><b>RELATED CONCEPTS:</b></p> <p>Play, needs, characteristics, relationships, living things, curiosity, observation</p>
<p><b>SUBJECT FOCUS:</b></p> <p>PSPE, Social studies</p>		<p><b>SUBJECT FOCUS:</b></p> <p>PSPE, Arts</p>	<p><b>SUBJECT FOCUS:</b></p> <p>PSPE, Science, Math</p>		<p><b>SUBJECT FOCUS:</b></p> <p>PSPE, Science</p>

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<b>Kindergarten</b>					
<p><b>CENTRAL IDEA:</b></p> <p>We are learning about who we are in relationship with others and our environment.</p>		<p><b>CENTRAL IDEA:</b></p> <p>Visual art impacts the artist and the audience.</p>	<p><b>CENTRAL IDEA:</b></p> <p>Playing with force, balance, and motion helps us build an understanding of the scientific world.</p>		<p><b>CENTRAL IDEA:</b></p> <p>We connect with our environment through curiosity and responsibility.</p>
<p><b>LINES OF INQUIRY:</b></p> <p>Creating an inclusive classroom (responsibility)</p> <p>The spaces and the people within our school community (form)</p> <p>Appreciation of others' perspectives and ideas (perspective)</p>		<p><b>LINES OF INQUIRY:</b></p> <p>Materials and processes used for visual art (function)</p> <p>Responses to visual art (perspective)</p> <p>How visual art forms are used to express and celebrate (connection)</p>	<p><b>LINES OF INQUIRY:</b></p> <p>Factors that influence balance (causation)</p> <p>The relationship between force, balance and motion (connection)</p> <p>How we can use our understanding of forces (function)</p>		<p><b>LINES OF INQUIRY:</b></p> <p>Thinking like a scientist (function)</p> <p>How living things use their habitat to meet their needs (connection)</p> <p>How we share our environment with other living things (responsibility)</p>
<p><b>KEY CONCEPTS:</b></p> <p>Form</p> <p>Perspective</p> <p>Responsibility</p>		<p><b>KEY CONCEPTS:</b></p> <p>Connection</p> <p>Function</p> <p>Perspective</p>	<p><b>KEY CONCEPTS:</b></p> <p>Causation</p> <p>Connection</p> <p>Function</p>		<p><b>KEY CONCEPTS:</b></p> <p>Connection</p> <p>Function</p> <p>Responsibility</p>
<p><b>RELATED CONCEPTS:</b></p> <p>Play, empathy, understanding, forgiveness, consequences, inclusion, problem solving</p>		<p><b>RELATED CONCEPTS:</b></p> <p>Play, point of view, comparison, opinion, interpretation, experimentation, materials</p>	<p><b>RELATED CONCEPTS:</b></p> <p>Play, force, motion, balance, design, using scientific principles, energy, momentum, questions, experimentation</p>		<p><b>RELATED CONCEPTS:</b></p> <p>Play, plants, water, community roles, personal and social responsibility, natural resources, respect, theories, prediction, problem solving</p>
<p><b>SUBJECT FOCUS:</b></p> <p>PSPE, Social studies</p>		<p><b>SUBJECT FOCUS:</b></p> <p>PSPE, Arts, Math</p>	<p><b>SUBJECT FOCUS:</b></p> <p>PSPE, Science</p>		<p><b>SUBJECT FOCUS:</b></p> <p>PSPE, Science</p>

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<b>Grade 1</b>					
<b>CENTRAL IDEA:</b> Understanding ourselves and others helps us learn and play together.	<b>CENTRAL IDEA:</b> People develop new tools and technology to meet their needs and desires.	<b>CENTRAL IDEA:</b> People express ideas and experiences through performance.	<b>CENTRAL IDEA:</b> Patterns of objects in the universe affect life on earth.	<b>CENTRAL IDEA:</b> People develop systems to bring food from the source to the table.	<b>CENTRAL IDEA:</b> Species adapt in order to survive.
<b>LINES OF INQUIRY:</b> What makes me “me” (perspective) Understanding our social and emotional needs (form) What it means to be a learner (responsibility)	<b>LINES OF INQUIRY:</b> Where ideas come from (causation) How tools and technology have evolved (change) The impact of tools and technology on people’s lives (connection)	<b>LINES OF INQUIRY:</b> Elements of different types of performances (form) How light, sound and movement can impact a performance (causation) Responses to performances (perspective)	<b>LINES OF INQUIRY:</b> Patterns of celestial bodies (form) How cultures view these patterns (perspective) How patterns affect life on earth (connection)	<b>LINES OF INQUIRY:</b> Where food comes from (connection) Systems involved in getting food to our table (function) Processing food (change)	<b>LINES OF INQUIRY:</b> Understanding habitats (form) Why species need to adapt (causation) How species use their body parts or behavior to adapt (function)
<b>KEY CONCEPTS:</b> Form Perspective Responsibility	<b>KEY CONCEPTS:</b> Causation Change Connection	<b>KEY CONCEPTS:</b> Causation Form Perspective	<b>KEY CONCEPTS:</b> Connection Form Perspective	<b>KEY CONCEPTS:</b> Connection Change Function	<b>KEY CONCEPTS:</b> Causation Form Function
<b>RELATED CONCEPTS:</b> Interests, individuality, identity, cooperation, learning, similarities/differences, goals, problem solving	<b>RELATED CONCEPTS:</b> Tools, technology, inventions, biomimicry, past and present, inspiration, problem solving	<b>RELATED CONCEPTS:</b> Balance, coordination, movement, light and shadow, sound, emotions, performance	<b>RELATED CONCEPTS:</b> Patterns, cycles, observation, past and present, time, questions, scientific process, culture	<b>RELATED CONCEPTS:</b> Production, distribution, process, agriculture, gardening, classification, geography	<b>RELATED CONCEPTS:</b> Habitats, survival needs, parts and purposes, structure, adaptations, behavior, living things, characteristics, geography
<b>SUBJECT FOCUS:</b> PSPE, Social studies	<b>SUBJECT FOCUS:</b> Social studies, Science	<b>SUBJECT FOCUS:</b> PSPE, Science, Arts	<b>SUBJECT FOCUS:</b> Science, Social studies, Language	<b>SUBJECT FOCUS:</b> Science, Social studies	<b>SUBJECT FOCUS:</b> Science, Social studies

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<b>Grade 2</b>					
<b>CENTRAL IDEA:</b> Choices people make impact their health and well-being.	<b>CENTRAL IDEA:</b> Homes reflect local conditions and cultural influences.	<b>CENTRAL IDEA:</b> Storytelling gives meaning to our ideas, beliefs, and experiences.	<b>CENTRAL IDEA:</b> Water is a powerful force that can change the Earth's surface.	<b>CENTRAL IDEA:</b> The needs and desires of people can change the value of goods and services.	<b>CENTRAL IDEA:</b> The strength of a community depends on the relationships within it.
<b>LINES OF INQUIRY:</b> Factors that contribute to a balanced, healthy lifestyle (form) What influences our choices (causation) How our choices impact our health (connection)	<b>LINES OF INQUIRY:</b> What makes a home a home (function, perspective) Factors that influence the design of homes (causation) Changes in the design of homes over time (change)	<b>LINES OF INQUIRY:</b> Forms of storytelling (form) Purposes of storytelling (function) How stories are interpreted (perspective)	<b>LINES OF INQUIRY:</b> Forms and locations of water on Earth (form) How water can change the land (change) Effects of these changes on communities and the environment (causation)	<b>LINES OF INQUIRY:</b> How the value of goods and services can change (change) How the value of goods and services impacts their price (causation) How money works (function)	<b>LINES OF INQUIRY:</b> Roles and responsibilities within a community (responsibility) Conflict resolution (perspective) Developing good relationships (causation)
<b>KEY CONCEPTS:</b> Form Causation Connection	<b>KEY CONCEPTS:</b> Function Causation Change Perspective	<b>KEY CONCEPTS:</b> Form Function Perspective	<b>KEY CONCEPTS:</b> Form Causation Change	<b>KEY CONCEPTS:</b> Change Causation Function	<b>KEY CONCEPTS:</b> Causation Perspective Responsibility
<b>RELATED CONCEPTS:</b> Balance, lifestyle, influence, choice, physical and mental health	<b>RELATED CONCEPTS:</b> Architecture, structure and function, past and present, goods and services, cultural heritage, geography	<b>RELATED CONCEPTS:</b> Communication, traditions, beliefs and values, culture, interpretation	<b>RELATED CONCEPTS:</b> Distribution and forms of water, cycles, erosion, weathering, geography, maps	<b>RELATED CONCEPTS:</b> Goods and services, wants and needs, uses of money, financial decision-making, value, economic systems	<b>RELATED CONCEPTS:</b> Problem and solution, agreements, culture, emotions, values, relationships, cooperation, trust, respecting differences
<b>SUBJECT FOCUS:</b> PSPE, Social studies, Science	<b>SUBJECT FOCUS:</b> Social studies, Arts	<b>SUBJECT FOCUS:</b> Language, Science, Social Studies	<b>SUBJECT FOCUS:</b> Science, Social studies	<b>SUBJECT FOCUS:</b> Social studies, Math	<b>SUBJECT FOCUS:</b> PSPE, Social studies

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<b>Grade 3</b>					
<b>CENTRAL IDEA:</b> People share social responsibilities to ensure that human rights are met.	<b>CENTRAL IDEA:</b> Human action and natural forces shape the development of communities.	<b>CENTRAL IDEA:</b> People create messages to target or influence a specific audience.	<b>CENTRAL IDEA:</b> Patterns of change can be used to make predictions and take action.	<b>CENTRAL IDEA:</b> Measurement allows us to communicate value and fairness in making decisions.	<b>CENTRAL IDEA:</b> The health of the planet relies on maintaining its biodiversity.
<b>LINES OF INQUIRY:</b> Human rights (perspective) Impact of the distribution of resources on individuals and communities (connection) Responsibilities of citizens in their community (responsibility)	<b>LINES OF INQUIRY:</b> Changes over time in communities (change) Factors that cause change (causation) Whose story is being told (perspective)	<b>LINES OF INQUIRY:</b> Tools and strategies used to persuade (function) Understanding the perspective of the audience (perspective) Critically evaluating messages (responsibility)	<b>LINES OF INQUIRY:</b> Weather patterns and climate (form) How living things rely on predictable weather patterns (connection) Responses to climate and weather changes (responsibility)	<b>LINES OF INQUIRY:</b> How we measure different things (function) How we decide value (perspective) Applications of measurement (connection)	<b>LINES OF INQUIRY:</b> Living things are interconnected (connection) Human impact on natural habitats and biodiversity (responsibility) How living things respond to environmental changes (causation)
<b>KEY CONCEPTS:</b> Connection Perspective Responsibility	<b>KEY CONCEPTS:</b> Causation Change Perspective	<b>KEY CONCEPTS:</b> Function Perspective Responsibility	<b>KEY CONCEPTS:</b> Connection Form Responsibility	<b>KEY CONCEPTS:</b> Connection Function Perspective	<b>KEY CONCEPTS:</b> Causation Connection Responsibility
<b>RELATED CONCEPTS:</b> Rights and responsibilities, wants and needs, distribution of wealth and resources, cooperation and conflict, civics, protest	<b>RELATED CONCEPTS:</b> Population, natural hazards, community, rights and responsibilities, impact, regions and their characteristics, interpretation, climate change, geography, history	<b>RELATED CONCEPTS:</b> Persuasion, influence, media, protest, messaging, how to disagree, understanding perspectives, supporting arguments, reliable resources	<b>RELATED CONCEPTS:</b> Weather, climate and climate change, patterns, regions, technological applications of scientific knowledge, meteorology, predictability, adaptation, probability, data	<b>RELATED CONCEPTS:</b> Measurement, units, qualitative and quantitative, application, value, equity, data, scale, attributes	<b>RELATED CONCEPTS:</b> Biodiversity, environmental change, personal and social responsibility, interdependence, survival needs, cause/effect, data and statistics, balance
<b>SUBJECT FOCUS:</b> PSPE, Social studies	<b>SUBJECT FOCUS:</b> Social studies, Science	<b>SUBJECT FOCUS:</b> Language, ICT, Social studies	<b>SUBJECT FOCUS:</b> Science, Social studies, Math	<b>SUBJECT FOCUS:</b> Math, Science, Language	<b>SUBJECT FOCUS:</b> Science, Social Studies

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<p>An inquiry into</p> <ul style="list-style-type: none"> <li>- the nature of the self;</li> <li>- beliefs and values;</li> <li>- personal, physical, mental, social and spiritual health;</li> <li>- human relationships including families, friends, communities, and cultures;</li> <li>- rights and responsibilities;</li> <li>- what it means to be human.</li> </ul>	<p>An inquiry into</p> <ul style="list-style-type: none"> <li>- orientation in place and time;</li> <li>- personal histories;</li> <li>- homes and journeys;</li> <li>- the discoveries, explorations and migrations of humankind;</li> <li>- the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</li> </ul>	<p>An inquiry into</p> <ul style="list-style-type: none"> <li>- the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;</li> <li>- the ways in which we reflect on, extend and enjoy our creativity;</li> <li>- our appreciation of the aesthetic.</li> </ul>	<p>An inquiry into</p> <ul style="list-style-type: none"> <li>- the natural world and its laws;</li> <li>- the interaction between the natural world (physical and biological) and human societies;</li> <li>- how humans use their understanding of scientific principles; (HWEO)</li> <li>- the impact of scientific and technological advances on society and on the environment.</li> </ul>	<p>An inquiry into</p> <ul style="list-style-type: none"> <li>- the interconnectedness of human-made systems and communities;</li> <li>- the structure and function of organizations;</li> <li>- societal decision-making;</li> <li>- economic activities and their impact on humankind and the environment.</li> </ul>	<p>An inquiry into</p> <ul style="list-style-type: none"> <li>- rights and responsibilities in the struggle to share finite resources with other people and with other living things;</li> <li>- communities and the relationships within and between them;</li> <li>- access to equal opportunities;</li> <li>- peace and conflict resolution.</li> </ul>
<b>Grade 4</b>					
<b>CENTRAL IDEA:</b> Understanding how the body works helps us make decisions about our well-being.	<b>CENTRAL IDEA:</b> Migration shapes the racial and cultural landscape of a place.	<b>CENTRAL IDEA:</b> Complex problems can be solved through innovation and design.	<b>CENTRAL IDEA:</b> The Earth constantly moves and changes.	<b>CENTRAL IDEA:</b> Government systems structure how nations are organized.	<b>CENTRAL IDEA:</b> Human behavior impacts our limited resources.
<b>LINES OF INQUIRY:</b> Structures of the body and how they work (function) Parts of a whole are interconnected (connection) Approaches to well-being (perspective)	<b>LINES OF INQUIRY:</b> Patterns of migration (causation/change) Resistance and contributions (change) Historical narratives of migration (perspective)	<b>LINES OF INQUIRY:</b> Defining and understanding problems and opportunities (perspective) Understanding scientific principles to improve design (causation) Formulating ideas and designing solutions (change)	<b>LINES OF INQUIRY:</b> Geological structures of the Earth (form) How the Earth's natural processes cause change (change) How communities and the environment respond to natural disasters (responsibility)	<b>LINES OF INQUIRY:</b> Government systems (form) Control of power (perspective) How a government impacts its citizens (connection)	<b>LINES OF INQUIRY:</b> How human needs and desires have changed over time (change) Impacts of human behavior on natural systems (causation) Developing sustainable and equitable communities (responsibility)
<b>KEY CONCEPTS:</b> Function Connection Responsibility	<b>KEY CONCEPTS:</b> Causation Change Perspective	<b>KEY CONCEPTS:</b> Causation Change Perspective	<b>KEY CONCEPTS:</b> Form Change Responsibility	<b>KEY CONCEPTS:</b> Form Connection Perspective	<b>KEY CONCEPTS:</b> Causation Change Responsibility
<b>RELATED CONCEPTS:</b> Interaction of systems, innovation and design, choice, well-being, emotions, balance	<b>RELATED CONCEPTS:</b> Migration, community, settlement, identity, interconnectivity of people, places, and events, conflict, empathy, colonialism, choices, geography	<b>RELATED CONCEPTS:</b> Creativity, innovation, problem/solution, engineering, experimentation, iterations, inspiration	<b>RELATED CONCEPTS:</b> Geology, tectonic plates, internal structures, natural disaster	<b>RELATED CONCEPTS:</b> Power and authority, state, nation, world, decision-making, systems, impact	<b>RELATED CONCEPTS:</b> Distribution of resources, access to clean water, wealth and scarcity, community development, population, sustainability
<b>SUBJECT FOCUS:</b> PSPE, Science	<b>SUBJECT FOCUS:</b> Social studies, PSPE, Language	<b>SUBJECT FOCUS:</b> Science, Arts, ICT	<b>SUBJECT FOCUS:</b> Science, Social studies	<b>SUBJECT FOCUS:</b> Social studies, PSPE	<b>SUBJECT FOCUS:</b> Science, Social Studies

# ISP Program of Inquiry 2022-2023

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An inquiry into <ul style="list-style-type: none"> <li>- the nature of the self;</li> <li>- <b>beliefs and values;</b></li> <li>- personal, physical, mental, social and spiritual health;</li> <li>- <b>human relationships including families, friends, communities, and cultures;</b></li> <li>- rights and responsibilities;</li> <li>- <b>what it means to be human.</b></li> </ul>	An inquiry into <ul style="list-style-type: none"> <li>- <b>orientation in place and time;</b></li> <li>- personal histories;</li> <li>- homes and journeys;</li> <li>- the discoveries, explorations and migrations of humankind;</li> <li>- <b>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</b></li> </ul>	An inquiry into <ul style="list-style-type: none"> <li>- the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;</li> <li>- the ways in which we reflect on, extend and enjoy our creativity;</li> <li>- our appreciation of the aesthetic.</li> </ul>	An inquiry into <ul style="list-style-type: none"> <li>- <b>the natural world and its laws;</b></li> <li>- <b>the interaction between the natural world (physical and biological) and human societies;</b></li> <li>- <b>how humans use their understanding of scientific principles;</b></li> <li>- <b>the impact of scientific and technological advances on society and on the environment.</b></li> </ul>	An inquiry into <ul style="list-style-type: none"> <li>- <b>the interconnectedness of human-made systems and communities;</b></li> <li>- the structure and function of organizations;</li> <li>- <b>societal decision-making;</b></li> <li>- economic activities and their impact on humankind and the environment.</li> </ul>	An inquiry into <ul style="list-style-type: none"> <li>- <b>rights and responsibilities in the struggle to share finite resources with other people and with other living things;</b></li> <li>- communities and the relationships within and between them;</li> <li>- <b>access to equal opportunities;</b> (WWA)</li> <li>- <b>peace and conflict resolution.</b> (WWAIPAT)</li> </ul>
<b>Grade 5</b>					
<b>CENTRAL IDEA:</b> Individuals can play a pivotal role in changing societies.	<b>CENTRAL IDEA:</b> Learning how to resolve conflict allows us to shape relationships.	<b>CENTRAL IDEA:</b> Exhibition	<b>CENTRAL IDEA:</b> All of life depends on reproductive processes.	<b>CENTRAL IDEA:</b> Democracy relies on the citizen's right and ability to freely and peacefully voice their opinions.	<b>CENTRAL IDEA:</b> Innovations solve problems of social significance.
<b>LINES OF INQUIRY:</b> How people become leaders (causation) Approaches for bringing about change (change) Qualities of leaders (form)	<b>LINES OF INQUIRY:</b> What is conflict (form) Roles within a conflict (perspective) How conflict shapes relationships (connection)		<b>LINES OF INQUIRY:</b> Life cycles of organisms (form) Environmental effects on reproduction (change) The impact of technology on reproductive process (causation)	<b>LINES OF INQUIRY:</b> How citizens peacefully voice their opinions (form, perspective) The impact of protests on governments and organizations (causation)	<b>LINES OF INQUIRY:</b> The world's dependence on nonrenewable resources (connection) Impacts of our consumption of resources on the environment (causation) How individuals and communities address change (responsibility)
<b>KEY CONCEPTS:</b> Causation Change Form	<b>KEY CONCEPTS:</b> Connection Form Perspective		<b>KEY CONCEPTS:</b> Causation Change Form	<b>KEY CONCEPTS:</b> Causation Form Perspective	<b>KEY CONCEPTS:</b> Causation Connection Responsibility
<b>RELATED CONCEPTS:</b> Activism, advocacy, leadership, injustice, discrimination, human rights, power and authority, formal and informal leadership	<b>RELATED CONCEPTS:</b> Conflict, families, relationships, compromise, bullying, war, international relations		<b>RELATED CONCEPTS:</b> Reproduction, adaptation, cycles, structures, innovation, classification	<b>RELATED CONCEPTS:</b> Protest, peaceful, equality, cooperation and conflict, civic participation, rights and responsibility, impact	<b>RELATED CONCEPTS:</b> Innovation, nonrenewable and renewable resources, sustainability, industry, economics
<b>SUBJECT FOCUS:</b> Social studies, PSPE	<b>SUBJECT FOCUS:</b> Social studies, PSPE		<b>SUBJECT FOCUS:</b> Science, PSPE	<b>SUBJECT FOCUS:</b> Social studies, PSPE, Arts	<b>SUBJECT FOCUS:</b> Science, Social Studies