The following is the Program of Inquiry for the 2024-2025 school year. As reflection and improvement are a constant part of our curriculum, some changes may occur throughout the year. This should therefore be used as a guide.

Grade	**Sharing the Planet** An inquiry into the interdependence of human and natural worlds through: ● rights, responsibilities, and dignity of all; ● pathways to just, peaceful, and reimagined futures; ● nature, complexity, coexistence and wisdom	**Where We are in Place and Time** An inquiry into histories and orientation in place, space and time through: ● periods, events and artifacts; ● communities, heritage culture and environment; ● natural and human drivers of movement, adaptation and transformation	**How We Express Ourselves** An inquiry into the diversity of voice, perspectives, and expression through: ● inspiration, imagination, creativity; ● personal, social, and cultural notes and practices of communication; ● intentions, perceptions, interpretations, and responses	**How We Organize Ourselves** An inquiry into systems, structures, and networks through: ● interactions with and between social and ecological systems; ● approaches to livelihoods and trade practice - intended and unintended consequences; ● representation, collaboration, and decision-making	**Who We Are** An inquiry into identity as individuals and as part of a collective through: ● physical, emotional and spiritual health and well-being; ● relationships and belonging; ● learning and growing	**How the World Works** An inquiry into the understandings of the world and phenomena through: ● patterns, cycles, systems; ● diverse practices, methods, and tools; ● discovery, design, innovation, possibilities, and impacts
PreK	**People have a responsibility to care for the environment. (4)** **Concepts:** ● Responsibility ● Change ● Connection **Lines of Inquiry** 1. Trees, water and items can be changed into other things. 2. Trees are made of parts and need things to grow. 3. Items can be recycled, reused and reduced. **Learner Profile:** Principled, Caring **Approaches to Learning:** Self-management, communication, social skills		**Different types of clothes are used to express identity, culture and choice. (2)** **Concepts:** ● Change ● Perspective **Lines of Inquiry** 1. People wear different types of clothes for different occasions. 2. Clothes need to be cared for. 3. Clothes can be bought, borrowed or used again. **Learner Profile:** Open-minded, Knowledgeable **Approaches to Learning:** Communication, Social and Self-management skills	**Buildings are made differently depending on the purpose and need. (3)** **Concepts** ● Form ● Function ● Change **Lines of Inquiry** 1. Buildings are made with materials to make them strong. 2. Communities use buildings for different reasons. 3. There are different types of buildings and they can be classified. **Learner Profile:** Open-minded, Knowledgeable **Approaches to Learning:** Self-management, communication, social skills	**Exercise makes strong and healthy bodies. (1)** **Concepts:** ● Responsibility ● Connection **Lines of Inquiry:** 1. People have a variety of choices where they can exercise. 2. People use different equipment to help them exercise. 3. There are many different kinds of exercise. **Learner Profile:** Risk-taker, Balanced **Approaches to Learning:** Social, Communication and Self-Management skills	**Physical science explores the way balls and wheels move. (5)** **Concepts:** ● Form ● Function ● Causation **Lines of Inquiry** 1. Wheels and balls can have different characteristics. 2. Movement can be observed and described. 3. People use balls and wheels for various purposes. **Learner Profile:** Inquirers, Thinkers **Approaches to Learning:** Social, Communication, Thinking, Self-Management Skills
KG		**Buildings are designed and built to serve a purpose in the community. (2)** **Concepts:** ● Change ● Causation **Lines of Inquiry** 1. Buildings vary depending on the location and needs of the community. 2. Buildings have features inside and outside. 3. Architects design buildings to meet the needs of people. **Learner Profile:** Inquirers, Knowledgeable **Approaches to Learning**: Social, Communication, Self Management Skills	**People use their creativity to express themselves through movement and play. (1)** **Concepts:** ● Perspective ● Function **Lines of Inquiry** 1. People have different interests and likes. 2. Creativity and innovation allow us to communicate our ideas and emotions. **Learner Profile:** Communicators, Risk-takers, Reflective **Approaches to Learning**: Research, Social, Thinking, Communication Skills	**Communities rely on others to meet their needs**. **(5)** **Concepts:** ● Connection ● Function **Lines of Inquiry** 1. Stores are organized to help people find what they need. 2. Items come from other places to the store. 3. Stores attract customers in different ways. **Learner Profile:** Inquirers, Balanced **Approaches to Learning:** Social, Research	**Experiences, environment and interactions shape who we are. (3)** **Concepts:** ● Change ● Perspective ● Responsibility **Lines of Inquiry** **Learner Profile**: Open Minded, Reflective, Caring **Approaches to Learning:** Communication, Social, Thinking	**Seeds are essential for life on earth. (4)** **Concepts:** ● Form ● Function **Lines of Inquiry** 1. Seeds require certain conditions to grow. 2. Seeds are alike and different. 3. Seeds can be used for a variety of purposes. **Learner Profile:** Balanced, Caring **Approaches to Learning:** Social, Communication, Self-management skills

1	**The patterns of day and night influence life on earth. (5)** **Concepts:** ● Form ● Function ● Change **Lines of Inquiry** 1. Observations of the sun and moon can show predictable patterns. 2. Characteristics of day and night. 3. The causes of day and night. 4. How living things adapt to the patterns of day and night. **Learner Profile:** Thinkers, Inquirers, Knowledgeable **Approaches to Learning:** Thinking, Research, Communication	**Animals have developed unique bodies which help them survive. (4)** **Concepts:** ● Causation ● Change ● Form **Lines of Inquiry** 1. Senses give important information to living things. 2. Offspring are similar to their parents in their traits. 3. Animals have body structures which help them survive. **Learner Profile:** Inquirer, Balanced, Caring **Approaches to Learning:** Research, Thinking, Social	**We can express our ideas, feelings, and emotions through art and literature. (6)** **Concepts:** ● Perspective ● Connection ● Reflection **Lines of Inquiry** 1. An inquiry into various forms of literature and art. 2. Literature and art can be interpreted and responded to differently. 3. People can share their stories and experiences through art and literature. **Learner Profile:** Open-minded, Risk-taker, Reflective **Approaches to Learning:** Communication, Self-management	**Our homes and environment influence our identities and choices. (3)** **Concepts:** ● Responsibility ● Connection ● Perspective **Lines of Inquiry** 1. Interdependence between people and environment. 2. Features of the environment determine the types of houses. 3. Environments influence the way people live. **Learner Profile:** Open-minded, Reflective **Approaches to Learning:** Self-management, Social	**Communities have similar jobs and structures. (1)** **Concepts:** ● Causation Form ● Change ● Responsibility **Lines of Inquiry** 1. Similar characteristics exist in communities. 2. Decisions are made about how communities will be. 3. People have specific roles within a community. **Learner Profile:**Thinkers, Inquirers, Knowledgeable **Approaches to Learning:** Research, Thinking, Communication, Social	**Light and Sound are predictable. (2)** **Concepts:** ● Form ● Function ● Causation **Lines of Inquiry** 1. Sounds are made when something vibrates. 2. A shadow is made when something blocks the light. 3. Sounds and light can be used to communicate. **Learner Profile:** **Approaches to Learning:** Research, Thinking, Communication
2	**Biodiversity relies on an interdependent balance of organisms within systems. (5)** **Concepts** ● Change ● Causation ● Connection **Lines of Inquiry** 1. Each ecosystem has unique biodiversity. 2. Animals and plants can be classified based on characteristics **Learner Profile:** Principled, Inquirers,Balanced **Approaches to Learning:**Research, Thinking skills	**Each person has their own personal story. (4)** **Concepts:** ● Perspective ● Responsibility ● Change **Lines of Inquiry** 1. Information is shared through generations. 2. Artifacts help us understand the stories of the past. 3. Objects can help communicate to others one's personal history. **Learner Profile:** Communicators, Caring,Reflective **Approaches to Learning:** Social, communication skills	**Through visual arts, people use different forms of expression to convey their uniqueness as human beings. (6)** **Concepts** ● Perspective ● Form **Lines of Inquiry** 1. Inspiration is derived from art, culture and society 2. Imagination cultivates uniqueness in the arts 3. Human diversity inspires creativity **Learner Profile:** Open-Minded, Risk-Taker **Approaches to Learning**:social, self-management skills	**Organizations and individuals can support meeting the needs and wants of a community. (2)** **Concepts:** ● Responsibility ● Function ● Connection **Lines of Inquiry** 1. The interconnectedness between producer and consumer. 2. Marketplaces rely on goods and services to meet the wants and needs of a community. 3. Responsible consumers make ethical choices. **Learner Profile:** Principled, Caring **Approaches to Learning:** Thinking, Self-management, Communication Skills	**Awareness of ourselves helps us better understand our relationships with others. (1)** **Concepts** ● Perspective ● Connection **Lines of Inquiry** 1. The ability to communicate effectively with others strengthens our relationships. 2. Understanding oneself and others' identities helps us develop dynamic and stronger relationships. **Learner Profile:** Open Minded, Communicator, Reflective **Approaches to Learning:** Social, Thinking, Self-management, Communication Skills	**Simple machines make human activities easier.(3)** **Concepts** ● Function ● Causation ● Form **Lines of inquiry** (Discovery, design, innovation, possibilities and impacts) 1. Function 2. Causation 3. Form **Learner Profile:** Thinkers, Inquirers, Knowledgeable **Approaches to Learning**: Research, thinking skills
3	**Our choices can impact living things in the ocean. (4)** **Concepts:** ● Causation ● Responsibility ● Connection **Lines of Inquiry:** 1. Oceans impact global systems that make the earth habitable. 2. Limiting plastic usage can	**Understanding our location and movement helps us navigate and connect to the world (6)** **Concepts:** ● Form ● Function ● Connection **Lines of Inquiry:**	**Creativity can be expressed through performance and design. (5)** **Concepts:** ● Perspective ● Form ● Change **Lines of Inquiry** 1. Different ways people express themselves through performance and design.	**Everyone has rights and responsibilities as individuals, groups and as global citizens. (1)** **Concepts:** ● Responsibility ● Function ● Perspective **Lines of Inquiry:**	**Healthy lifestyle is dependent on a balance of interconnected factors. (2)** **Concepts:** ● Causation ● Responsibility ● Connection **Lines of Inquiry:** 1. Personal choices impact health. 2. Different aspects of health such as mental, physical and social,	**Changes occur in materials due to heating and cooling. (3)** **Concepts:** ● Change ● Function ● Form **Lines of Inquiry:** 1. Mixtures can be separated into constituent substances. 2. Changing temperature and

	change the amount of plastic entering the ocean. 3. Many of the plastics end up in the ocean from rivers. **Learner Profile:** Caring, Principled, Reflective **Approaches to Learning:** Self-management, Thinker, Research	1. Tools and systems used to determine location and direction. 1. How humans and animals navigate their environments. 2. The significance of landmarks and symbols in orientation. **Learner Profile:** Inquirers, Open-minded, Thinker **Approaches to Learning:** Research, Communication	2. Factors that influence effective design choices. 3. How performance and design can be used to communicate one's ideas. **Learner Profile:** Open-minded, Risk-taker, Reflective **Approaches to Learning:** Communication, Thinking, Self-management	1. Groups of humans develop rules to regulate behavior. 2. Rules and freedom must be carefully managed to protect rights. 3. Rights are contingent on responsibilities. **Learner Profile:** Principled, Reflective, Caring **Approaches to Learning:** Social, Self-management, Research, Communication Skills	are connected. 3. Individuals are responsible for their own choices which can cause positive and negative impacts. **Learner Profile:** Knowledgeable, Reflective, Balanced **Approaches to Learning:** Self-management, Thinking, Communication Skills	pressure can change the state and can be reversed. 3. There are 3 states of matter. **Learner Profile:** Thinkers, Inquirers, Knowledgeable **Approaches to Learning:** Self-management, Research
4	**Sustainability requires balanced choices. (2)** **Concepts** ● Causation ● Connection ● Responsibility **Lines of Inquiry** 1. An inquiry into energy, it's production and associated resources. 2. Investigating our responsibilities when consuming resources. 3. An inquiry into the outcomes of our actions and sustainable choices. **Learner Profile:** Principled, Reflective, Balanced **Approaches to Learning:** Research Skills, Communication, Self-management	**Understanding the forces that drive human relocation (5)** **Concepts** ● Change ● Perspective ● Causation **Lines of Inquiry** 1. Redistribution of the human population has had an impact on culture, politics and resources. 2. Push and pull factors can influence human relocation. **Learner Profile:** Communicators, Open-minded, Inquirers, Caring **Approaches to Learning:** Thinking, Communication	**Art can express who we are as individuals (6)** **Concepts:** ● Perspective ● Form ● Connection **Lines of Inquiry** 1. The ways we use art to express emotions, ideas and identity. 2. The connection between personal experience and artistic expression. 3. How different forms of art communicate messages and meaning. **Learner Profile:** Open-minded, Risk-taker, Communicator **Approaches to Learning:** Communication, Thinking	**People form groups in various ways to collaborate to meet their collective needs. (3)** **Concepts** ● Change ● Form ● Connection **Lines of Inquiry** 1. Change - identifying opportunities for agency within and outside systems 2. Form - The types of structures our groups take 3. Connection - how the structure of groups shape decision making **Learner Profile**: Caring, Balanced **Approaches to Learning:** Thinking, Communication, Social, Self-management	**Experiences shape our identities. (1)** **Concepts** ● Form ● Connection ● Perspective **Lines of Inquiry** 1. Investigating our experiences and how they contribute to the formation of our identities. 2. Considering each other's experiences and perspectives. 3. Learning about others can lead to greater empathy and understanding. **Learner Profile:** Open-minded, Inquirers, Reflective **Approaches to Learning**: Thinking, Communication, Social	**Earth features and processes - slow and fast changes to the surface (4)** **Concepts** ● Causation ● Change ● Form **Lines of Inquiry** 1. The features of Earth's surface 2. Processes that change Earth's surface over time 3. How human activities interact with Earth features and processes **Learner Profile:** Balanced, Knowledgeable, Inquirer **Approaches to Learning:** Research, Thinking
5	**Conflict resolution strategies can help people resolve conflicts and maintain healthy relationships**. (1) **Concepts:** ● Causation ● Function ● Responsibility **Lines of Inquiry** ● History and causes of conflicts ● Conflict resolution strategies ● People and organisations that promote peace **Approaches to Learning:** Social, Self Management, Communication **Learner Profile:** Open-minded, Caring, Thinker, Reflective	**A range of evidence can help us understand connections between past civilizations and the present day. (4)** **Concepts:** ● Connection ● Perspective ● Change **Lines of Inquiry:** 1. How past civilizations have influenced the present day. 2. Compare and understand the impact that ancient civilizations have had on the present day. 3. Identify how and why ancient civilizations have changed. **Approaches to Learning:** Research Skills, Communication Skills, Self-management Skills **Learner Profile**: Connection,	**Media may change the practices, beliefs, values, and behaviour of a society. (5)** **Concepts:** ● Change ● Perspective ● Causation ● Responsibility **Lines of Inquiry** 1. The evolution of media throughout time 2. Projection of beliefs and values through the use of media 3. Impact of media on the society 4. Responsible use of media **Approaches to Learning:** Social, Communication **Learner Profile:** Communicator, Principled, Balanced	**Developing money management skills leads to enhanced financial stability. (3)** **Concepts:** ● Form ● Function ● Responsibility **Lines of Inquiry** 1. History and forms of money 2. Ways of developing and growing a business 3. Qualities of successful managers **Approaches to Learning:** Thinking, Self Management **Learner Profile:** Risk Taker, Principled, Communicator	**Body systems work interdependently to keep the body in a state of balance (2)** **Key Concepts:** ● Function ● Connection ● Change ● Responsibility **Lines of Inquiry** 1. Functions of body organs/systems 2. Interdependence among body/organs/systems 3. Human innovation in modern science 4. Responsible actions to keep the body healthy **Approaches to Learning:** Research, Thinking **Learner Profile:** Inquirer, Caring,	**Understanding the universe helps us explore and connect with space (6)** **Key Concepts:** ● Form ● Causation ● Connection **Lines of Inquiry** 1. Characteristics of celestial bodies and systems 2. The causes and effects of phenomena in space 3. The role and impact of space exploration. **Approaches to Learning:** Communication, Research **Learner Profile:** Thinker, Knowledgeable, Balanced

		Perspective, Change			Thinker	