

GRADE LEVEL	WHO WE ARE	HOW WE EXPRESS OURSELVES	WHERE WE ARE IN PLACE AND TIME	HOW WE ORGANIZE OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into 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.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into 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.
NURSERY	Central Idea: Family relationships contribute to shaping our identity.	Central Idea: Through play, we express our feelings and ideas and come to new understandings.	Central Idea: Spaces and facilities in and around buildings determine how people use them.			Central Idea: Animals and people interact in different ways in different contexts.
	Lines of Inquiry: 1. What a family looks like 2. What families do together 3. How families influence who we become	Lines of Inquiry: 1. Communicating through play 2. Imaginative use of materials 3. The role of toys in play	Lines of Inquiry: 1. Characteristics and arrangements of physical spaces 2. How people use different spaces 3. Our responsibility in sharing spaces with others			Lines of Inquiry: 1. The different roles animals play in people's lives 2. Impact of human activities on animals 3. Our responsibility for the well-being of animals
	Key Concepts: • Form • Function • Causation	Key Concepts: • Function • Connection • Perspective	Key Concepts: • Form • Function • Responsibility			Key Concepts: • Change • Reflection • Responsibility
JUNIOR KINDER	Central Idea: People's relationships with each other can have an impact on well-being.	Central Idea: Stories can engage their audience and communicate meaning.	Central Idea: Understanding of artifacts can help know people's past.			Central Idea: Plants sustain life on Earth and play a role in our lives.

	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> How we develop relationships How relationships affect us Roles and behaviors within relationships 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> How to construct an effective story What stories can convey How stories are created and shared Feelings and emotions that stories evoke 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> What artifacts are Ways to understand artifacts How artifacts relate to one's past 			<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Caring for plants Products we derive from plants How plants contribute to life on Earth
	<p>Key Concepts:</p> <ul style="list-style-type: none"> Form Function Responsibility 	<p>Key Concepts:</p> <ul style="list-style-type: none"> Form Connection Perspective 	<p>Key Concepts:</p> <ul style="list-style-type: none"> Form Perspective Connection 			<p>Key Concepts:</p> <ul style="list-style-type: none"> Causation Change Responsibility
KINDER	<p>Central Idea:</p> <p>Choices of role models reflect the values of individuals and societies.</p>	<p>Central Idea:</p> <p>Celebrations and traditions are expressions of shared belief and values.</p>	<p>Central Idea:</p> <p>Homes reflect cultural influences and local conditions.</p>			<p>Central Idea:</p> <p>People can establish practices in order to sustain and maintain the Earth's resources.</p>
	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> What are values Who are considered role models How we choose our role models 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Why people celebrate Features of traditions and celebrations Symbolic representations of celebrations and traditions What meaning people assign to celebrations and traditions 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> What constitutes a home How homes reflect family values How homes reflect local culture Factors that determine where people live 			<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Limited nature of the Earth's resources Personal choices that can help sustain the environment Reusing and recycling different materials Reducing waste
	<p>Key Concepts:</p> <ul style="list-style-type: none"> Form Connection Reflection 	<p>Key Concepts:</p> <ul style="list-style-type: none"> Function Form Connection Perspective 	<p>Key Concepts:</p> <ul style="list-style-type: none"> Form Connection Perspective 			<p>Key Concepts:</p> <ul style="list-style-type: none"> Causation Responsibility Change Reflection
GRADE 1	<p>Central Idea:</p> <p>The choices people make affect their health and</p>	<p>Central Idea:</p> <p>Images communicate ideas and information.</p>	<p>Central Idea:</p> <p>Learning about previous generations helps us</p>	<p>Central Idea:</p> <p>Physical and virtual public spaces provide people with</p>	<p>Central Idea:</p> <p>Understanding of scientific knowledge is</p>	<p>Central Idea:</p> <p>People interact with, use and value local</p>

	well-being.		understand the relationship between the past and the present.	opportunities to make connections and establish a sense of community.	constantly evolving and has an impact on people's lives.	environments in different ways.
	Lines of Inquiry: 1. What leads to advances in scientific knowledge and understanding 2. The role of technology in scientific understanding 3. The effects of scientific advances on people and the environment	Lines of Inquiry: 1. The use of static and moving images in different media 2. How design elements of images support communication 3. How we interpret and respond to images	Lines of Inquiry: 1. Ways to find out about the past 2. How aspects of the past still influence us today 3. Why some behaviours and practice have changed or remained the same over time	Lines of Inquiry: 1. Purpose of public spaces 2. Characteristics of different public spaces 3. How people use public spaces	Lines of Inquiry: 1. What leads to advances in scientific knowledge and understanding 2. The role of technology in scientific understanding 3. The effects of scientific advances on people and the environment	Lines of Inquiry: 1. Natural and human-made elements of local environments 2. How local environment addresses people's needs 3. How natural spaces are valued in local environments
	Key Concepts: • Change • Connection • Responsibility	Key Concepts: • Function • Connection • Perspective	Key Concepts: • Causation • Change • Connection	Key Concepts: • Function • Connection • Responsibility	Key Concepts: • Change • Connection • Responsibility	Key Concepts: • Causation • Perspective • Responsibility
GRADE 2	Central Idea: Understanding different ways of learning enables people to respond to their own learning needs as well as those of others.	Central Idea: Creating and responding to art develops understanding of ourselves and the world around us.	Central Idea: Communities are enriched by their members and the different perspectives they bring.	Central Idea: People play different roles in the communities to which they belong.	Central Idea: The design of buildings and structures is dependent upon environmental factors, human ingenuity and available materials.	Central Idea: When interacting with natural habitats, humans make choices that have an impact on other living things.
	Lines of Inquiry: 1. Learning communities 2. How people construct knowledge 3. Different learning styles 4. How different learning styles impact	Lines of Inquiry: 1. How arts can be a reflection of societal values and issues 2. The contexts in which artworks were created 3. How learning about arts develops appreciation 4. Personal preference in	Lines of Inquiry: 1. What a community is 2. People within a community 3. The personal stories of community members	Lines of Inquiry: 1. Various communities we belong to 2. Roles of people who are part of our communities 3. How communities are organized	Lines of Inquiry: 1. Considerations to take into account when building a structure 2. The impact of buildings and structures on the environment 3. Local architecture and	Lines of Inquiry: 1. Human impact on natural habitats 2. How living things responds to changing environmental conditions 3. Balance between

	the way people engage in a learning community	appreciation of arts			its connection with the needs of the community and availability of materials	rights and responsibilities when interacting with natural habitats
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GRADE 3	Central Idea: People’s cultural background has an impact on their beliefs, values and actions.	Central Idea: Awareness of our characteristics, abilities and interests informs our learning and development.	Central Idea: A person’s behaviour and how they choose to present themselves project aspects of the identity.	Central Idea: Signs and symbols are part of human-made systems that facilitate local and global communication.	Central Idea: Materials behave and interact in certain ways, which determine how people use them.	Central Idea: Biodiversity relies on maintaining the interdependent balance of organisms within systems.
	Lines of Inquiry: <ol style="list-style-type: none"> 1. What constitutes culture 2. How people use different experiences to inform their perspective 3. The connections between beliefs and values, and the actions taken in response to them 	Lines of Inquiry: <ol style="list-style-type: none"> 1. Physical, social and emotional characteristics 2. Similarities and differences between ourselves and others 3. Personal abilities and interests 	Lines of Inquiry: <ol style="list-style-type: none"> 1. How appearance and behaviour influence our perception of others 2. The influence of cultural and social norms on how we chose to present ourselves 3. Fashion as a form of expression 	Lines of Inquiry: <ol style="list-style-type: none"> 1. Iconography 2. How visual language facilitates communication 3. Specialized systems of communication 	Lines of Inquiry: <ol style="list-style-type: none"> 1. Behaviour of materials 2. Changing of properties of materials 3. Manipulation and application of materials to new purposes 	Lines of Inquiry: <ol style="list-style-type: none"> 1. Ways in which ecosystems, biomes and environment are interdependent 2. How human interaction with the environment can affect the balance of systems 3. The consequences of imbalance within ecosystems
	Key Concepts: <ul style="list-style-type: none"> • Form • Connection • Perspective 	Key Concepts: <ul style="list-style-type: none"> • Form • Perspective • Reflection 	Key Concepts: <ul style="list-style-type: none"> • Change • Perspective • Reflection 	Key Concepts: <ul style="list-style-type: none"> • Form • Function • Connection 	Key Concepts: <ul style="list-style-type: none"> • Function • Causation • Change 	Key Concepts: <ul style="list-style-type: none"> • Causation • Connection • Responsibility
GRADE 4	Central Idea: Systems that define beliefs and values offer	Central Idea: Throughout history, people have interacted with each	Central Idea: Exploration leads to discoveries, opportunities	Central Idea: Government systems influence the lives of	Central Idea: All living things go through a process of	Central Idea: People can make choices to support the

	an explanations about the world around us and what it means to be human.	other and communicated using arts.	and new understandings.	citizens.	change.	sustainability of the Earth's resources.
	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Similarities and differences between beliefs system (secular and faith-based) 2. How beliefs and values contribute to the formation and actions of the communities 3. The impact of spiritual traditions on society 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How people communicate through arts 2. How art works provide insight and information 3. The role of arts in different cultures, places and times 4. Development of arts forms over time 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Reasons for exploration (historical and personal) 2. How explorations have taken place over time 3. The consequences of explorations 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How government systems function 2. How decision making practices reflect human rights 3. Impact of government on citizens 4. The rights and responsibilities of citizenship 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How living things change over their lifetime 2. Patterns of growth 2. Factors that can influence life cycles 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Earth's finite and infinite resources 2. The impact of people's choices on the environment 3. The balance between meeting human needs and the use of limited resources
	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Form • Perspective • Reflection 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Perspective • Function • Connection • Change 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Causation • Change • Perspective • Reflection 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Function • Perspective • Connection • Responsibility 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Causation • Change • Connection 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Form • Responsibility • Causation • Connection
GRADE 5	<p>Central Idea:</p> <p>Changes people experience at different stages of their lives affect their evolving sense of self.</p>	<p>Central Idea:</p> <p>People can create or manipulate messages to target specific audience.</p>	<p>Central Idea:</p> <p>Evidence of past civilizations can be used to make connections to present-day societies.</p>	<p>Central Idea:</p> <p>Economic activity relies on systems of production, exchange and consumption of goods and services.</p>	<p>Central Idea:</p> <p>Natural materials can undergo changes that may provide challenges and benefits for society and environment.</p>	<p>Central Idea:</p> <p>People can establish practices in order to adapt to the changes in the Earth.</p>
	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. The physical, social, emotional and intellectual changes that occur throughout life 2. Factors that 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How images, text and music are used to influence behavior of target audiences 2. Critical evaluation of messages presented in 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Characteristics of civilizations and societies 2. Connections between past and present 3. Implications for the 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. The role of supply and demand 2. The distribution of goods and services 3. Our responsibility as consumers 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Conditions that cause reversible and irreversible changes in materials 2. How societies take advantage of the 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How the different components of the Earth are interrelated 2. Why the Earth has changed and is continuing to change

	<p>contribute to well-being during adolescence</p> <p>3. How relationships contribute to our self-concept</p>	<p>the media</p> <p>3. How people respond to messages</p>	<p>future</p> <p>4. Processes involved in collecting, analysing and validating evidence</p>		<p>properties of matter</p> <p>3. The impact of retrieval, production and the use of materials on the environment</p>	<p>3. Human response to the Earth's changes</p>
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GRADE 6	<p>Central Idea:</p> <p>The effective interactions between human body systems contribute to health and survival</p>	<p>Central Idea:</p> <p>Through the arts people use different forms of expression to convey their uniqueness as human beings</p>	<p>PYPX - A community's response to significant events provides an insight into the history and values of that community</p>	<p>Central Idea:</p> <p>New digital media changes the way in which people access information and connect to each other</p>	<p>Central Idea:</p> <p>People apply their understanding of forces and energy to invent and create</p>	<p>Central Idea:</p> <p>Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved</p>
	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Body systems and how they work 2. How body systems are interdependent 3. Impact of lifestyle choices on the body 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. The diverse ways in which people express themselves 2. How everyone can express their uniqueness through the arts 3. The role of art in culture and society 		<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How new digital media is used or organized 2. Evaluating information 3. Our responsibility is virtual environments 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Inventions that impact people's lives 2. How circumstances lead to the creation of important inventions 3. How understanding forces and energy helps inventors 	<p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Cause of conflict (local and global) 2. Human rights and equity 3. Strategies used to resolve conflicts 4. Consequences of resolutions
	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Function • Connection • Responsibility 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Function • Perspective • Reflection 		<p>Key Concepts:</p> <ul style="list-style-type: none"> • Function • Causation • Responsibility 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Form • Causation • Change 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Function • Causation • Responsibility