

# Programme of Inquiry

## St. Thomas the Apostle Catholic School

September 2017

### Pre-K3

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	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 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 civilisations, from local and global perspectives.	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 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 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 rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central idea</b>	Friendship is a relationship that enriches our lives and must be fostered.	Our homes are an important place in our world.	Feelings are expressed in many different ways.			It is our responsibility to share and solve problems with each other.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>1. An inquiry into what makes a friendship between two people that are not related.</li> <li>2. Recognize the ways we make friends.</li> <li>3. An inquiry into the qualities we look for in our friends.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the location of our homes in the city of Miami, state of Florida, country of US, and world.</li> <li>Different people live in different places.</li> </ul>	<ul style="list-style-type: none"> <li>1. An inquiry into different emotions.</li> <li>2. People express their emotions in various ways.</li> <li>3. An inquiry into what causes our emotions to change.</li> </ul>			<ul style="list-style-type: none"> <li>It is important to share with others.</li> <li>Problems can arise between two people.</li> <li>There are various methods of conflict resolution.</li> </ul>
<b>Subject focus</b>	English, Mathematics	English, Social Studies, Science, Art, Music, Technology, Religion	English, Mathematics, Social Studies, Science, Physical Education, Music			English, Social Studies, Art, Religion
<b>Key concepts</b>		Form, Function	Change, Perspective, Reflection			Perspective, Responsibility
<b>Related concepts</b>						
<b>Learning experiences</b>	<b>Learner Profile Items:</b> Communicators, Caring, Risk-takers (Courageous)	<b>Learner Profile Items:</b> Knowledgeable, Thinkers	<b>Learner Profile Items:</b> Communicators, Balanced, Reflective			<b>Learner Profile Items:</b> Thinkers, Communicators,

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<p><b>Attitudes:</b> Commitment, Creativity, Enthusiasm, Integrity, Respect</p> <p><b>Self-management Skills:</b> Fine Motor</p> <p><b>Thinking Skills:</b> Comprehension, Application</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating</p> <p><b>Communication Skills:</b> Listening, Speaking, Writing</p>	<p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application</p> <p><b>Communication Skills:</b> Listening, Speaking, Viewing</p>	<p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p>			<p>Principled, Open-minded, Caring, Reflective</p> <p><b>Attitudes:</b> Cooperation, Empathy, Respect, Tolerance</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing</p>

Pre-K4

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	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 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 civilisations, from local and global perspectives.	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 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 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 rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central idea</b>	We go to school to learn and play together as students, we are a school family.	During Harvest time people come together to give thanks.	We express love to others and our country.			plants and animals are living things that need certain conditions to grow and survive.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• A school is a place to learn.</li> <li>• An investigation into things that are done at school and what key people carry out those tasks.</li> <li>• School works due to rules and roles.</li> <li>• Inquiries into: who we are and likes, dislikes, who God is and how He created the world, how colors are made, geometric shapes and things we can create using them, Nursery rhymes, our bodies inside and out.</li> </ul>	<ul style="list-style-type: none"> <li>• Native americans and their way of life</li> <li>• Pilgrims and their voyage/ reason for travel</li> <li>• relationship between the pilgrims and the native americans</li> </ul>	<ul style="list-style-type: none"> <li>• What love is</li> <li>• How we show love</li> <li>• How we show respect, responsibility, cooperation.</li> </ul> <p>Appreciation and conflict resolution to others, self and country</p>			<ul style="list-style-type: none"> <li>• What plants and animals need to grow</li> <li>• how plants and animals change</li> <li>• how we take care of plants and animals</li> <li>• plants and animals grow/ are born in the spring/ocean.</li> <li>• how ocean creatures live</li> <li>• how bears live and survive</li> </ul>
<b>Subject focus</b>	English, Spanish, Mathematics, Social Studies, Science, Physical Education, Art, Music, Religion	English, Spanish, Mathematics, Social Studies, Science, Physical Education, Art, Music, Religion	English, Mathematics, Social Studies, Science, Art, Technology			Spanish, Mathematics, Social Studies, Science, Physical Education, Art, Music, Technology
<b>Key concepts</b>	Function, Responsibility	Causation, Change, Perspective	Responsibility, Reflection			Form, Change, Connection

**Who we are****Where we are in place and time****How we express ourselves****How the world works****How we organize ourselves****Sharing the planet****Related concepts****Learning experiences****Learner Profile Items:**

Inquirers, Thinkers

**Attitudes:** Cooperation, Curiosity, Respect

**Research Skills:**

Formulating Questions, Observing, Planning, Collecting Data, Recording Data

**Self-management Skills:**

Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices

**Thinking Skills:** Acquisition of knowledge,

Comprehension, Application

**Social Skills:** Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles

**Communication Skills:**

Listening, Speaking, Non-verbal

**Learner Profile Items:**

Communicators

**Attitudes:** Appreciation, Commitment, Cooperation, Respect, Tolerance

**Research Skills:**

Formulating Questions, Observing

**Self-management Skills:**

Gross Motor, Fine Motor, Codes of Behaviour

**Thinking Skills:** Acquisition of knowledge,

Comprehension, Application

**Social Skills:** Respecting others, Cooperating, Resolving conflict, Group decision making

**Communication Skills:**

Listening, Speaking

**Learner Profile Items:** Risk-takers (Courageous)

**Attitudes:** Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, Tolerance

**Research Skills:**

Formulating Questions

**Self-management Skills:**

Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices

**Thinking Skills:** Acquisition of knowledge,

Comprehension

**Social Skills:** Accepting Responsibility, Respecting others, Cooperating,

Resolving conflict, Group decision making, Adopting a variety of group roles

**Communication Skills:**

Listening, Speaking, Writing, Presenting

**Learner Profile Items:**

Knowledgeable, Principled, Risk-takers (Courageous)

**Attitudes:** Appreciation, Commitment, Confidence, Cooperation, Curiosity, Empathy, Enthusiasm, Independence, Respect

**Research Skills:**

Formulating Questions, Observing, Planning, Collecting Data, Recording Data

**Self-management Skills:**

Gross Motor, Fine Motor, Organization, Time Management, Safety, Codes of Behaviour

**Thinking Skills:** Acquisition of knowledge,

Comprehension, Application, Analysis, Evaluation

**Social Skills:** Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles

**Communication Skills:**

Listening, Speaking, Reading, Writing, Non-verbal, Viewing

## Kindergarten

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	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 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 civilisations, from local and global perspectives.	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 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 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 rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central idea</b>	The five senses help us to understand and discover ourselves.	Relationships and history can shape our future.	We express what we believe through culture and traditions.	Seasonal changes impact daily life.	People in a community all have jobs to do.	There are similarities and differences within animal kingdoms.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>An inquiry into the five sense and related body parts.</li> <li>Technology can help us explore our senses.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of how to use and create a timeline to better understand our personal histories.</li> <li>Keep record of personal history interviews to use as a form of reference for deciding what career they would like to follow in the future.</li> <li>Describe their place in the family through drawing, dictating &amp; writing to compare information, explanatory texts in which they make what they are writing about &amp; supply some information about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>An inquiry into our nation's holidays and the holidays of other cultures</li> <li>A study of how children and families of today celebrate and those in the past celebrated different holidays.</li> </ul>	<ul style="list-style-type: none"> <li>Different types of weather</li> <li>Effects of weather on daily life</li> <li>Predicting weather</li> </ul>	<ul style="list-style-type: none"> <li>An inquiry into different community helpers</li> <li>A look at the different kinds of jobs that people do and the tools and equipment used.</li> <li>An inquiry into the ways in which community helpers work together</li> </ul>	<ul style="list-style-type: none"> <li>An inquiry into the classification of animals</li> <li>Our responsibility towards the animal world.</li> </ul>
<b>Subject focus</b>	English, Mathematics, Social Studies, Science, Technology	English, Social Studies	English, Spanish, Mathematics, Social Studies, Music, Technology	English, Spanish, Mathematics, Social Studies, Science, Technology	English, Mathematics, Technology	English, Social Studies, Science
<b>Key concepts</b>	Function, Connection, Reflection	Connection, Reflection	Connection, Reflection	Causation, Change, Connection	Function, Connection, Responsibility	Change, Connection, Responsibility

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Related concepts</b>	In the computer lab s/w draw a picture of the part of the computer that identifies the senses. For example - speakers - hearing; mouse-touch					animals habitats adaptations relationships animals responsibility
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Inquirers, Thinkers, Communicators, Open-minded</p> <p><b>Research Skills:</b> Collecting Data, Recording Data</p> <p><b>Communication Skills:</b> Viewing</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Communicators</p> <p><b>Attitudes:</b> Appreciation, Confidence, Creativity, Curiosity, Enthusiasm, Independence</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Balanced, Reflective</p> <p><b>Attitudes:</b> Appreciation, Creativity, Enthusiasm, Independence, Respect</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Speaking,</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Communicators</p> <p><b>Attitudes:</b> Commitment, Confidence, Creativity, Curiosity, Independence</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Fine Motor, Spatial Awareness, Organization, Time Management, Safety</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p><b>Social Skills:</b> Cooperating, Group decision making</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Presenting</p>	<p><b>Learner Profile Items:</b> Knowledgeable, Thinkers, Communicators, Principled</p>	

**Who we are**

**Where we are in place  
and time**

**How we express  
ourselves**

**How the world works**

**How we organize  
ourselves**

**Sharing the planet**

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Reading, Writing, Non-  
verbal, Viewing, Presenting

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Grade 1

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	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 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 civilisations, from local and global perspectives.	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 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 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 rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central idea</b>	People make daily choices that impact their health.	Men and women display ideals and principles that cause change.	People express their ideas and experiences through writing.	Our natural world functions through forces of motion.	People have responsibilities in order for a community to function.	Plants, animals, and humans have basic necessities to survive.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>Children who practice healthy behaviors learn the importance of living a balanced life.</li> <li>Understanding the techniques of meditation and reflection will foster and nurture relationships.</li> <li>Good personal health habits are necessary for physical, personal and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>History tells the story of people and events of other times.</li> <li>People from the past have shown character, ideals, and principles including honesty, courage, and responsibility.</li> <li>Different people have different perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>We use words and phrases in stories or poems to suggest feelings or appeal to the senses.</li> <li>We make connections with real life situations and apply them to our writing</li> <li>We generate adjectives and produce context clues in our writing.</li> </ul>	<ul style="list-style-type: none"> <li>Things are made with different components.</li> <li>Five senses are used to observe objects.</li> <li>Our natural world moves and changes.</li> </ul>	<ul style="list-style-type: none"> <li>It is necessary to fulfill responsibilities across all communities.</li> <li>The purpose of rules and laws in schools and communities is to establish a functioning society for all its members.</li> <li>Individuals who have the power and authority to make and enforce rules and laws should demonstrate responsibility to the well-being of their community.</li> </ul>	<ul style="list-style-type: none"> <li>Plants grow where they have access to what they need to live.</li> <li>Animals use their instincts to survive.</li> <li>All living things grow.</li> </ul>
<b>Subject focus</b>	English, Mathematics, Social Studies, Science, Physical Education, Art, Technology, Religion	English, Spanish, Mathematics, Social Studies, Physical Education, Art, Music, Technology, Religion	English, Science, Art, Religion	English, Mathematics, Science, Religion	English, Spanish, Social Studies, Science, Art, Technology, Religion	English, Mathematics, Science, Art
<b>Key concepts</b>	Causation, Perspective, Responsibility	Change, Perspective, Reflection	Perspective, Reflection	Form, Function, Connection	Function, Connection, Responsibility	Form, Responsibility, Reflection
<b>Related concepts</b>	Science: Cause and effect in Health		Writing, grammar, spelling, vocabulary.	May 8, 2017		Animal Classifications



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SS: roles people play in helping us maintain a healthy life. (connection to first unit)

Religion: importance of good choices when practicing our faith and promoting service

Science: What can the sun do to your eyes?  
understanding UVA and UVB rays and what it can do to the eyes.

Religion: tolerance

Art:

English: reading articles and responding

SS: how choices affect communities

Investigate the ways Energy and Force is seen in our natural world.

1. The waves of the ocean .
2. Earthquakes
3. The rotation of the earth.
- 4 Playground. Some kids are running others are relaxing.
- 5, The faster you move, the more energy is being used.
6. Sound energy is always happening but we do not see its movement.
7. All things on earth are made of energy.

using different materials. change the way they move and the speed. Write down what you observed

**Learning experiences****Learner Profile Items:**

Knowledgeable, Communicators, Reflective

**Attitudes:** Appreciation, Confidence, Integrity

**Research Skills:** Formulating Questions, Observing

**Self-management Skills:** Fine Motor, Organization

**Thinking Skills:** Acquisition of knowledge,

Comprehension, Application  
**Social Skills:** Respecting others

**Communication Skills:**

Listening, Writing, Non-verbal, Viewing, Presenting

**Learner Profile Items:**

Communicators, Open-minded, Caring, Risk-takers (Courageous), Reflective

**Attitudes:** Commitment, Confidence, Creativity, Curiosity, Respect

**Research Skills:** Recording Data, Organizing Data

**Self-management Skills:** Fine Motor, Organization

**Thinking Skills:** Analysis, Dialectical thought

**Social Skills:** Respecting others, Cooperating, Group decision making

**Communication Skills:**

Listening, Speaking, Reading, Writing

**Learner Profile Items:**

Thinkers, Communicators, Open-minded, Risk-takers (Courageous), Reflective

**Attitudes:** Creativity, Empathy, Enthusiasm, Respect

**Research Skills:** Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data

**Self-management Skills:** Fine Motor, Spatial

Awareness, Organization, Time Management, Informed Choices

**Thinking Skills:** Acquisition of knowledge,

Comprehension, Application, Analysis, Synthesis,

**Learner Profile Items:**

Principled, Balanced  
**Attitudes:** Cooperation, Tolerance

**Research Skills:** Formulating Questions, Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research

**Self-management Skills:** Gross Motor, Fine Motor,

Spatial Awareness, Organization, Time Management, Safety, Codes of Behaviour, Informed Choices

**Thinking Skills:** Acquisition of knowledge, Comprehension, Application,

**Learner Profile Items:**

Inquirers

**Attitudes:** Creativity, Independence

**Self-management Skills:** Fine Motor, Organization

**Thinking Skills:** Comprehension

**Social Skills:** Respecting others, Cooperating

**Communication Skills:** Reading, Writing

**Learner Profile Items:**

Inquirers, Knowledgeable, Thinkers

**Attitudes:** Enthusiasm, Independence, Respect, Tolerance

**Research Skills:** Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research

**Self-management Skills:** Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices

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Evaluation, Dialectical thought, Metacognition  
**Social Skills:** Cooperating, Group decision making  
**Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal

Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition  
**Social Skills:** Accepting Responsibility, Respecting others, Cooperating, Adopting a variety of group roles  
**Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal, Viewing

**Thinking Skills:** Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition  
**Social Skills:** Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles  
**Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

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## Grade 2

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	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 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 civilisations, from local and global perspectives.	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 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 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 rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central idea</b>	We are each responsible for our personal, physical and spiritual health.	The past affects individuals and civilizations of today and tomorrow.	We can express ideas, feelings, and beliefs through literature and poetry.	The natural world affects the environment.	Laws structure and organize communities.	It is our responsibility to protect and conserve natural habitats.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• a study of personal health</li> <li>• Healthy behaviors have many influences.</li> <li>• There are many healthy ways to express yourself.</li> <li>• Human body parts have basic functions.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that Native Americans were the first inhabitants on North America</li> <li>• Explore how Colonial America changed over time.</li> <li>• Discuss why immigration continues today.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and comprehend stories and poetry</li> <li>• Identify the basic characteristics of a variety of literary forms</li> <li>• Identify ways an author creates imagery and emotion</li> <li>• Discuss personal and social connections to various literary selections</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and describe changing patterns in nature that repeat themselves.</li> <li>• The Sun’s energy warms the water, land, and air.</li> <li>• Investigate, observe, and describe evaporation.</li> <li>• Air is all around us and moving air is wind.</li> <li>• Know steps to be prepared for severe weather.</li> </ul>	<ul style="list-style-type: none"> <li>• Governments change communities.</li> <li>• Rules and laws have consequences.</li> <li>• Responsible citizens affect communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and describe the life cycles of plants and animals.</li> <li>• Compare and contrast the basic needs that all living things have for survival.</li> <li>• Living things are only able to live in habitats that meet their basic needs.</li> </ul>
<b>Subject focus</b>	English, Spanish, Mathematics, Social Studies, Science, Physical Education, Art, Music, Technology, Religion	English, Mathematics, Social Studies, Science, Art, Music, Technology, Religion	English, Mathematics, Social Studies, Science, Art, Music, Technology, Religion	English, Spanish, Mathematics, Social Studies, Science, Art, Technology	English, Mathematics, Social Studies, Science, Art, Technology	English, Spanish, Mathematics, Social Studies, Science, Physical Education, Art, Music, Technology
<b>Key concepts</b>	Function, Connection, Responsibility, Reflection	Causation, Change, Connection, Perspective	Form, Function, Perspective, Reflection	Function, Causation, Change, Connection, Reflection	Function, Change, Responsibility	Causation, Change, Responsibility
<b>Related concepts</b>	health social control,					

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet	
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Knowledgeable, Caring, Balanced, Reflective</p> <p><b>Attitudes:</b> Commitment, Enthusiasm, Respect</p> <p><b>Research Skills:</b> Observing, Collecting Data</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers</p> <p><b>Attitudes:</b> Appreciation, Curiosity, Empathy, Respect</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Knowledgeable, Thinkers, Communicators, Open-minded, Reflective</p> <p><b>Attitudes:</b> Creativity, Curiosity, Enthusiasm, Independence</p> <p><b>Research Skills:</b> Observing, Planning</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Communicators, Reflective</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers (Courageous), Balanced, Reflective</p> <p><b>Attitudes:</b> Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, Tolerance</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Organization, Time Management, Healthy Lifestyles</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>

## Grade 3

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	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 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 civilisations, from local and global perspectives.	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 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 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 rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central idea</b>	Characteristics of a citizen are defined by the beliefs, experiences and values taught in our homes and schools.	Maps and geography demonstrate the interconnectedness of individuals and civilizations.	People express feelings in different ways for different reasons.	The world depends on government to function and form human societies.	The world around us function through change.	Humans, plants, and animals provide a variety of essential resources for our community.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• Citizens use their rights and responsibilities to help their community.</li> <li>• We understand the difference between our wants and needs.</li> <li>• We can use our beliefs to help shape our classmates and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Maps have many purposes (physical, political, elevation, compass rose, cardinal directions, intermediate directions and hemispheres).</li> <li>• A study of basic map elements and how to find locations on maps.</li> <li>• Investigate how people's lives change depending on the time of year and their location.</li> <li>• Why it's important to take care of our environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating our feelings and needs with words and actions</li> <li>• Communicating to make and keep friends.</li> <li>• Showing caring, responsibility and respect for ourselves and others</li> <li>• Students will be able to understand different forms of communication and how technology is influential to how we express ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>• The form of how our three branches of government connect with each other and why they were created.</li> <li>• The function of our government affects our responsibility as a citizen in our country.</li> </ul>	<ul style="list-style-type: none"> <li>• The properties of solids, liquids, and gases.</li> <li>• The changes in the state of matter.</li> <li>• The cause and effect of changes in matter.</li> <li>• The interconnectedness between arrays, repeated addition and multiplication.</li> </ul>	<ul style="list-style-type: none"> <li>• The parts of plants and their significance.</li> <li>• Resources plants provide for people, animals, and the environment.</li> <li>• Different types of animals/plants and their habitats.</li> </ul>
<b>Subject focus</b>	English, Spanish, Mathematics, Social Studies, Science, Physical Education, Art, Music, Technology	English, Spanish, Social Studies, Science, Art, Technology	English, Mathematics, Social Studies, Science, Physical Education, Art, Music, Technology, Religion	English, Mathematics, Social Studies, Science, Art, Technology	English, Mathematics, Social Studies, Science, Art, Music, Technology, Religion	Mathematics, Science, Art
<b>Key concepts</b>	Form, Function, Causation, Responsibility	Change, Responsibility	Form	Form, Function, Responsibility	Function, Change, Connection	Function, Connection

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Related concepts</b>	<p>government</p> <p>Students will express their opinions through writing.</p> <p>writing, Boston Tea Party,</p>	<p>Students will make comparisons and express them through writing.</p> <p>Students will learn the reasons why we must take care of the planet.</p>				
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Inquirers, Thinkers, Communicators, Open-minded, Reflective</p> <p><b>Attitudes:</b> Appreciation, Commitment, Confidence, Creativity, Curiosity, Independence, Respect</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Healthy Lifestyles</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Viewing</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Communicators, Risk-takers (Courageous), Reflective</p> <p><b>Attitudes:</b> Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Independence, Respect</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Organization, Time Management, Safety, Codes of Behaviour</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>		<p><b>Learner Profile Items:</b> Knowledgeable, Thinkers, Caring</p> <p><b>Attitudes:</b> Appreciation, Cooperation, Curiosity</p> <p><b>Research Skills:</b> Observing, Planning, Organizing Data, Interpreting Data</p> <p><b>Self-management Skills:</b> Organization, Codes of Behaviour</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Cooperating, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing</p>	<p><b>Learner Profile Items:</b> Thinkers, Communicators, Open-minded, Reflective</p> <p><b>Attitudes:</b> Appreciation, Cooperation, Creativity, Curiosity, Enthusiasm</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Thinkers, Communicators, Open-minded, Reflective</p> <p><b>Attitudes:</b> Cooperation, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Thinking Skills:</b> Comprehension, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening</p>

Grade 4

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	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 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 civilisations, from local and global perspectives.	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 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 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 rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central idea</b>	Relationships exist in our human and natural world.	Our past influences our present, and has implications for our future.	In times of change, people express and promote their points of view in a variety of ways.	Some of the silliest, or simplest, ideas become inventions that we cannot live without.	People and societies use organization as a way to create order.	Protecting our changing habitat plays a vital role in sustaining a functional global environment.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• General systems of beliefs or fundamental values that are accepted and followed by humanity help shape governmental systems. (form)</li> <li>• Real life situations and individuals influence people to develop relationships. (causation &amp; connection)</li> <li>• Literary works show moral values. (reflections)</li> </ul>	<ul style="list-style-type: none"> <li>• Communities have a concrete history (change).</li> <li>• There is a connection between history, our past, and the present. (connection) (ongoing throughout) (NTS)</li> <li>• Our past influences our future. (perspective and reflective)</li> </ul>	<ul style="list-style-type: none"> <li>• People can express their perspectives on conflict through the arts.</li> <li>• Conflict resolution skills can help to solve problems</li> <li>• People identify problems in order to find solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Define a set of inventions whose origins were a simple idea.</li> <li>• Develop an understanding for the invention's development and integration into everyday life.</li> <li>• Direct students towards active thinking and creating new inventions that have potential to affect everyday life.</li> <li>• Direct students towards active thinking and creating new inventions that have the potential to affect everyday life in all societies.</li> <li>• An inquiry into inventions and how they are created.</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific knowledge is gained by following a series of steps.</li> <li>• Weather patterns help to describe environmental changes.</li> <li>• Numbers organize the real world.</li> </ul>	<ul style="list-style-type: none"> <li>• Acquaint students with the Everglades ecosystem through hands-on interactive activities.</li> <li>• Develop within the students an understanding of the value of the Everglades to all of South Florida.</li> <li>• Direct students towards a status of active thinking and active participation relating to the environmental problems and decisions of the Everglades.</li> </ul>
<b>Subject focus</b>	English, Mathematics, Social Studies, Science, Technology	English, Social Studies, Art, Technology, Religion	English, Art	Mathematics, Social Studies, Science, Technology	English, Mathematics, Social Studies, Science	English, Social Studies, Science, Art
<b>Key concepts</b>	Form, Causation, Connection, Reflection	Change, Connection, Perspective	Connection, Perspective, Reflection	Form, Function, Connection	Form, Change, Connection, Responsibility	Function, Change, Connection

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Related concepts</b>	<p>pattern</p> <p>consequences, impact</p> <p>relationships</p> <p>review</p>	<p>growth, transformation</p> <p>relationships</p> <p>beliefs, prejudice</p>	<p>relationships</p> <p>subjectivity</p> <p>opinions</p> <p>responsibility, interpretation, review, behavior</p>		<p>variables, observation, differences, similarities</p> <p>patterns, seasons, location</p>	
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Knowledgeable, Thinkers, Open-minded, Reflective</p> <p><b>Attitudes:</b> Appreciation, Creativity, Empathy, Respect, Tolerance</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Interpreting Data</p> <p><b>Self-management Skills:</b> Organization, Time Management</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making</p> <p><b>Communication Skills:</b> Listening, Speaking</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers</p> <p><b>Attitudes:</b> Curiosity, Empathy</p> <p><b>Research Skills:</b> Observing, Planning, Collecting Data, Recording Data, Organizing Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Organization, Time Management, Codes of Behaviour</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Knowledgeable, Thinkers, Open-minded, Risk-takers (Courageous), Reflective</p> <p><b>Attitudes:</b> Appreciation, Creativity, Empathy, Integrity, Respect</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Organization, Time Management, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Evaluation</p> <p><b>Social Skills:</b> Resolving conflict</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Reflective</p> <p><b>Attitudes:</b> Creativity</p> <p><b>Research Skills:</b> Formulating Questions, Collecting Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Organization, Time Management</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Analysis, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing</p>	<p><b>Learner Profile Items:</b> Knowledgeable, Thinkers, Communicators, Reflective</p> <p><b>Attitudes:</b> Creativity, Enthusiasm</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Safety</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Caring, Reflective</p> <p><b>Attitudes:</b> Appreciation, Curiosity, Respect</p> <p><b>Research Skills:</b> Formulating Questions, Observing</p> <p><b>Self-management Skills:</b> Gross Motor, Organization, Time Management</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Cooperating</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Viewing</p>



## Grade 5

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	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 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 civilisations, from local and global perspectives.	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 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 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 rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central idea</b>	People are inspired by the lives of others.	Exploration and Migration of human kind have an impact on the world today.	People extend and enjoy their creativity through multimedia elements of literature.	The natural interactions of worldly systems cause a change in the physical world, impacting all living and non living things.	Societal decision making can have an impact on the necessary resources that sustain our world.	The structure and function of systems; affect societal decision making.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• An inquiry into group relationships.</li> <li>• An inquiry into the formation of goals</li> <li>• An inquiry into how body systems are connected.</li> <li>• An inquiry into how body systems are coordinated.</li> <li>• An inquiry into how animals become endangered.</li> <li>• An inquiry into how we make choices and decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Migration and exploration effect and change communities, cultures, and individuals.</li> <li>• 2. There are many reasons for exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will express their uniqueness through the arts by writing creative stories.</li> <li>• The students will analyze how different cultures express themselves through art.</li> <li>• The students will reflect on literature through various types of media, including movies, periodicals, books, and the internet.</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Why did the explorers come to North America? 2. What are the similarities between the mother country and its colonies? 3. What was the point of view of each country for exploring new land? 4. Why did people decide to explorer space? 5. Why is space co</li> <li>• 2. What are the similarities between the mother country and its colonies?</li> <li>• 3. What was the point of view of each country for exploring new land?</li> <li>• 4. Why did people decide to explorer space?</li> </ul>	<ul style="list-style-type: none"> <li>• The role of a citizen</li> <li>• The purpose and function of governments</li> <li>• The differences in governments</li> <li>• How the economics of early America was influential.</li> <li>• The development and expansion of the United States.</li> <li>• Causes and events of the American Revoluion.</li> <li>• How economics drives decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Interdependence within ecosystems, biomes and environments</li> <li>• Ways in which organisms are connected in nature</li> <li>• How human interaction with the environment can affect the balance of systems</li> <li>• Geography connects with the structure and function of society</li> </ul>
<b>Subject focus</b>	English, Spanish, Mathematics, Social Studies, Science, Physical Education, Art, Music, Technology, Religion, Gifted	English, Spanish, Mathematics, Social Studies, Science, Physical Education, Art, Music, Technology, Religion, Gifted	English, Mathematics, Social Studies, Science, Art, Technology	English, Spanish, Mathematics, Social Studies, Physical Education, Art, Music, Technology, Religion, Gifted	English, Spanish, Mathematics, Social Studies, Science, Physical Education, Art, Music, Technology, Religion, Gifted	English, Spanish, Mathematics, Social Studies, Science, Physical Education, Art, Music, Technology, Religion, Gifted

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Key concepts</b>	Form, Function, Causation, Change, Connection, Perspective, Responsibility, Reflection	Change, Connection	Perspective, Reflection	Change, Connection	Form, Function, Responsibility	Connection, Responsibility
<b>Related concepts</b>					Economics Revolutionary War Water Cycle Cause and Effect, Informational Reading, and Expository Writing	
<b>Learning experiences</b>	<b>Learner Profile Items:</b> Communicators	<b>Learner Profile Items:</b> Inquirers, Thinkers, Communicators, Risk-takers (Courageous) <b>Attitudes:</b> Appreciation, Creativity, Curiosity, Enthusiasm, Independence <b>Research Skills:</b> Planning, Collecting Data, Presenting Research <b>Self-management Skills:</b> Organization, Informed Choices <b>Thinking Skills:</b> Comprehension, Application, Analysis, Synthesis <b>Social Skills:</b> Cooperating, Group decision making, Adopting a variety of group roles <b>Communication Skills:</b> Speaking, Writing, Presenting	<b>Learner Profile Items:</b> Inquirers, Communicators, Caring, Reflective <b>Attitudes:</b> Appreciation, Creativity, Curiosity, Respect <b>Research Skills:</b> Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data <b>Self-management Skills:</b> Organization, Safety <b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Analysis, Evaluation <b>Social Skills:</b> Respecting others, Cooperating <b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Presenting	<b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Open-minded, Caring, Risk-takers (Courageous), Reflective <b>Attitudes:</b> Appreciation, Cooperation, Creativity, Curiosity, Enthusiasm, Respect, Tolerance <b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research <b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Codes of Behaviour, Informed Choices <b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition <b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group	<b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers (Courageous), Balanced, Reflective <b>Attitudes:</b> Commitment, Cooperation, Independence, Integrity, Respect, Tolerance <b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research <b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices <b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition <b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating,	<b>Self-management Skills:</b> Gross Motor, Healthy Lifestyles

Who we are

Where we are in place  
and time

How we express  
ourselves

How the world works

How we organize  
ourselves

Sharing the planet

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decision making, Adopting a  
variety of group roles  
**Communication Skills:**  
Listening, Speaking,  
Reading, Writing, Non-  
verbal, Viewing, Presenting

Resolving conflict, Group  
decision making, Adopting a  
variety of group roles  
**Communication Skills:**  
Listening, Speaking,  
Reading, Writing, Non-  
verbal, Viewing, Presenting

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