

**Margaret D. Bennie Programme of Inquiry**

| Grade/<br>Theme  | <p align="center"><b>WHO WE ARE</b></p> <p><i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i></p>   | <p align="center"><b>WHERE WE ARE IN PLACE AND TIME</b></p> <p><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</i></p> | <p align="center"><b>HOW WE EXPRESS OURSELVES</b></p> <p><i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i></p> | <p align="center"><b>HOW THE WORLD WORKS</b></p> <p><i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i></p> | <p align="center"><b>HOW WE ORGANIZE OURSELVES</b></p> <p><i>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.</i></p> | <p align="center"><b>SHARING THE PLANET</b></p> <p><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i></p> |   |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |   |  |  |  |   |  |   |  |  |   |   |  |  |  |   |   |   |  |  |  |   |  |  |  |
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| <p><b>ATLs</b></p> <ul style="list-style-type: none"> <li>Thinking</li> <li>Research</li> </ul>  |   |   |  |   |  |   |   |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |   |  |  |  |   |  |   |  |  |   |   |  |  |  |   |   |   |  |  |  |   |  |  |  |
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| <p><b>Content Area</b><br/>All four frames<br/>BC 1, 26, 27, 3<br/>SR 1, 3, 22, 4<br/>LM 1, 22<br/>PS 1, 4</p>   |   |   |  |   |  |   |   |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |   |  |  |  |   |  |   |  |  |   |   |  |  |  |   |   |   |  |  |  |   |  |  |  |
| <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>Causation</li> <li>Change</li> <li>Perspective</li> </ul>  | <p><b>Related Concepts</b></p> <ul style="list-style-type: none"> <li>Communities</li> <li>Relationships</li> <li>responsibilities</li> </ul>   |   |  |   |  |   |   |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |   |  |  |  |   |  |   |  |  |   |   |  |  |  |   |   |   |  |  |  |   |  |  |  |
| <p><b>Central Idea</b><br/><i>People have responsibilities to the planet.</i></p>  |   |   |  |   |  |   |   |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |   |  |  |  |   |  |   |  |  |   |   |  |  |  |   |   |   |  |  |  |   |  |  |  |
| <p><b>Lines of Inquiry</b></p> <ol style="list-style-type: none"> <li>Different eco-systems on our planet - air, water and land (Communities/perspective)</li> <li>How communities exist together with similar and different needs (Relationships/change)</li> <li>Caring for our planet (Responsibilities/Causation)</li> </ol>                     |   |   |  |   |  |   |   |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |   |  |  |  |   |  |   |  |  |   |   |  |  |  |   |   |   |  |  |  |   |  |  |  |
| <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Reflective</li> <li>Knowledgeable</li> <li>Open Minded</li> </ul>  |   |   |  |   |  |   |   |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |   |  |  |  |   |  |   |  |  |   |   |  |  |  |   |   |   |  |  |  |   |  |  |  |
| <p><b>ATLs</b></p> <ul style="list-style-type: none"> <li>Self-Management</li> </ul>   |   |   |  |   |  |   |   |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |   |  |  |  |   |  |   |  |  |   |   |  |  |  |   |   |   |  |  |  |   |  |  |  |

| Grade/<br>Theme   | <b>WHO WE ARE</b><br><br><i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>   | <b>WHERE WE ARE IN PLACE AND TIME</b><br><br><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</i> | <b>HOW WE EXPRESS OURSELVES</b><br><br><i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i> | <b>HOW THE WORLD WORKS</b><br><br><i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i> | <b>HOW WE ORGANIZE OURSELVES</b><br><br><i>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.</i> | <b>SHARING THE PLANET</b><br><br><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i> |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
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| <b>K - B</b>  | <table border="1"> <tr> <td colspan="2" data-bbox="242 526 683 586"> <b>Descriptor</b><br/>           An inquiry into the nature of self         </td> </tr> <tr> <td colspan="2" data-bbox="242 586 683 828"> <b>Content Area</b><br/>           BC25- 1to 3<br/>           Strengths and accomplishments<br/>           Identify and talk about own Interests and preferences<br/>           Express thoughts and experiences<br/>           BC: Stand up for themselves and others<br/>           BC27: recognize biases         </td> </tr> <tr> <td data-bbox="242 828 453 943"> <b>Key Concepts</b><br/> <ul style="list-style-type: none"> <li>Perspective</li> <li>Connection</li> <li>form</li> </ul> </td> <td data-bbox="453 828 683 943"> <b>Related Concepts</b><br/> <ul style="list-style-type: none"> <li>diversity</li> <li>belonging</li> <li>identity</li> </ul> </td> </tr> <tr> <td colspan="2" data-bbox="242 943 683 1084"> <b>Central Idea</b><br/> <i>Recognizing and accepting myself allows me to connect with other cultures while respecting differences 'Our differences make us special'</i> </td> </tr> <tr> <td colspan="2" data-bbox="242 1084 683 1332"> <b>Lines of Inquiry</b><br/>           1. 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The function of each form (function /role)<br/>           3. How and why choices are made for engaging and creating (perspective /preference)<br/>           4. 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Community building and their purpose (function/role)<br/>           2. The people who support my well-being (connection/community)<br/>           3. 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| <b>Key Concepts</b><br><ul style="list-style-type: none"> <li>Perspective</li> <li>Connection</li> <li>form</li> </ul>  | <b>Related Concepts</b><br><ul style="list-style-type: none"> <li>diversity</li> <li>belonging</li> <li>identity</li> </ul>   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
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| <b>ATLs</b><br><ul style="list-style-type: none"> <li>Social skills</li> <li>Communication</li> <li>Thinking</li> </ul>   |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Descriptor</b><br><i>An inquiry extend and enjoy our creativity</i>  |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Content Area</b><br>BC 31: demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music visual arts (talent show)<br>PS23: use ps strategies, on their own, and with others, when experimenting with the skills, materials, process, and techniques in drama, dance, music and visual arts  |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Key Concepts</b><br><ul style="list-style-type: none"> <li>function</li> <li>Form</li> <li>Connection</li> <li>Perspective</li> </ul>  | <b>Related Concepts</b><br><ul style="list-style-type: none"> <li>Purpose/role</li> <li>Medium</li> <li>Audience</li> <li>Preference</li> </ul>   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Central Idea</b><br><i>Experiences with the arts shape how we see and express ourselves as dramatists, artists, musicians and/or dancers-ish.</i>  |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Lines of Inquiry</b><br>1.The different forms of art (form/medium)<br>2. The function of each form (function /role)<br>3. How and why choices are made for engaging and creating (perspective /preference)<br>4. How art makes you feel and creates community with self and others (connections/audience)  |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Attributes</b><br><ul style="list-style-type: none"> <li>Risk taker</li> <li>Reflective</li> <li>Balanced</li> </ul>   |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>ATLs</b><br><ul style="list-style-type: none"> <li>Thinking</li> </ul>   |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Descriptor</b><br>An inquiry into technological advances on society and on the environment.  |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Content Area</b><br>PS 24 use technological problem solving skills, on their own and with others in the process of creating and designing (questioning, planning, constructing, analyzing, redesigning, communicating)<br>PS/ML 14 Build built environments through hands on investigations, observations, questions and representations of their findings   |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Key Concepts</b><br><ul style="list-style-type: none"> <li>Causation</li> <li>Function</li> <li>Change</li> </ul>  | <b>Related Concepts</b><br><ul style="list-style-type: none"> <li>constructio ns</li> <li>purpose</li> </ul>  |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Central Idea</b><br><i>Choice of materials, equipment, and tools impacts construction of built environments</i>  |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Lines of Inquiry</b><br>1. Natural and manmade structures and why they build things (function/purpose).<br>2. How we change from a 2D plan to a 3D build (change/construction).<br>3. How to improve and test structures to reduce the consequences of collapsing (causatation/consequence)  |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Attributes</b><br><ul style="list-style-type: none"> <li>Inquirer</li> <li>Thinker</li> </ul>  |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>ATLs</b><br><ul style="list-style-type: none"> <li>Thinking</li> <li>Self-management</li> </ul>  |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Descriptor</b><br><i>An inquiry into community and the relationship within and between them</i>  |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Content Area</b><br>28.1 recognize people in their community and talk about what they do (e.g., farmers, police officer, store clerk), 28.2 recognize places and buildings within their community, both natural and human-made and talk about their functions (e.g., farm, church, hospital). 28.3 develop an awareness of ways in which people adapt to the places in which they live (e.g., children in cities may live in a high-rise building, children in the county may take the bus to school.) |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Key Concepts</b><br><ul style="list-style-type: none"> <li>responsibility</li> <li>function</li> <li>connection</li> </ul>   | <b>Related Concepts</b><br><ul style="list-style-type: none"> <li>awareness</li> <li>Role</li> <li>Community</li> </ul>   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Central Idea</b><br><i>People have responsibilities within their community.</i>  |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Lines of Inquiry</b><br>1. Community building and their purpose (function/role)<br>2. The people who support my well-being (connection/community)<br>3. What responsible citizens do (responsibility/awareness)  |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>Attributes</b><br><ul style="list-style-type: none"> <li>Knowledgeable</li> <li>Principled</li> </ul>  |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |
| <b>ATLs</b><br><ul style="list-style-type: none"> <li>Social Skills</li> <li>Research</li> </ul>  |   |   |  |   |  |   |   |  |  |   |  |  |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |  |  |  |  |

| Grade/<br>Theme   | <b>WHO WE ARE</b><br><br><i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>  | <b>WHERE WE ARE IN PLACE AND TIME</b><br><br><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</i> | <b>HOW WE EXPRESS OURSELVES</b><br><br><i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i> | <b>HOW THE WORLD WORKS</b><br><br><i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i> | <b>HOW WE ORGANIZE OURSELVES</b><br><br><i>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.</i> | <b>SHARING THE PLANET</b><br><br><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i> |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
|---|--|---|--|---|--|---|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|--|--|--|---|--|---|--|--|--|---|--|--|--|--|--|--|--|--|---|--|--|--|---------------------------|--|--|---|--|---|--|--|--|--|--|--|--|--|--|--------------------------------|--|--|---|--|--|--|--|--|---|--|---|--|--|--|---------------------------|--|---|---|--|---|--|---|--|---|--|--|--|---|--|--|--|
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People need to be responsible for energy use – (responsibility/stewardship)</td> </tr> <tr> <td colspan="2"><b>Attributes</b><br/>• inquirer<br/>• open-minded<br/>• knowledgeable</td> </tr> <tr> <td colspan="2"><b>ATLs</b><br/>• Self-management<br/>• Research</td> </tr> </table> | <b>Descriptor</b><br>An inquiry into responsibilities to share finite resources with other people |  | <b>Content Area</b><br>Science: Understanding Matter and Energy |  | <b>Key Concepts</b><br>• Change<br>• Responsibility<br>• Form | <b>Related Concepts</b><br>• Energy<br>• stewardship | <b>Central Idea</b><br><i>Human use of renewable resources creates energy</i> |  | <b>Lines of Inquiry</b><br>1. Renewable and nonrenewable energy sources – (form)<br>2. What happens as a result of using energy – (change/ energy)<br>3. People need to be responsible for energy use – (responsibility/stewardship) |  | <b>Attributes</b><br>• inquirer<br>• open-minded<br>• knowledgeable |  | <b>ATLs</b><br>• Self-management<br>• Research |  |
| <b>Descriptor</b><br>An inquiry into what it means to be human  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Content Area</b><br>Social Studies: Strand A Heritage and Identity   |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Key Concepts</b><br>• Function<br>• Responsibility<br>• Change   | <b>Related Concepts</b><br>• Ownership<br>• Family   |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Central Idea</b><br><i>People's responsibilities are shaped by their roles in the community</i>  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Lines of Inquiry</b><br>1. Roles in the family – (family/function)<br>2. Roles can and will change over time – (change)<br>3. How do I contribute to my community – (ownership/responsibility)   |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Attributes</b><br>• Caring<br>• Risk-takers<br>• Reflective  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>ATLs</b><br>• Communication<br>• Self-management<br>• Social Skills  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Descriptor</b><br>An inquiry into orientation in Place and time  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Content Area</b><br>Arts: drama, dance, music, visual arts (understanding art forms past and present)  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Key Concepts</b><br>• Perspective<br>• Form<br>• Connection  | <b>Related Concepts</b><br>• Expression<br>• Shape<br>• Feelings   |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Central Idea</b><br><i>The arts keep memories alive</i>  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Lines of Inquiry</b><br>1. The senses and body parts – (form/shape)<br>2. How and why memories are shared – (connection/feelings)<br>3. Memories we want to keep, store and share – (perspective/expression)   |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Attributes</b><br>• Inquirer<br>• Balanced<br>Reflective   |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>ATLs</b><br>• Research<br>• Communication  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Descriptor</b><br>An inquiry into ways in which we discover and express ideas, creativity  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Content Area</b><br>Math: Spatial Reasoning  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Key Concepts</b><br>• Form<br>• Function<br>• Causation  | <b>Related Concepts</b><br>• Design<br>• Purpose<br>• Choice   |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Central Idea</b><br><i>Movement is affected by design and choice.</i>  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Lines of Inquiry</b><br>1. Materials for construction have specific properties – (form/design)<br>2. Materials and structure determine purpose– (function/purpose)<br>3. Choice of objects/materials affect distance travelled– (causation/choice)<br>4. Design modifications will increase or decrease the distance travelled by their vehicle – (causation/choice) |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Attributes</b><br>• Inquirer<br>• Thinker<br>• Risk-taker  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>ATLs</b><br>• Thinking   |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Descriptor</b><br>An inquiry into the natural world and its laws   |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Content Area</b><br>Science: Earth and Space   |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Key Concepts</b><br>• Change<br>• Causation<br>• Connection  | <b>Related Concepts</b><br>• Continuity<br>• Cycles<br>• Balance   |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Central Idea</b><br><i>Seasonal Changes transform living things</i>  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Lines of Inquiry</b><br>1. The characteristics of living things – (continuity/change)<br>2. The reasons why change happens – (cycles/causation)<br>3. Similarities and differences between living things – (balance/connection)  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Attributes</b><br>• Knowledgeable<br>• Caring<br>• Principled  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>ATLs</b><br>• Communication  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Descriptor</b><br>An inquiry into the interconnectedness of human made systems and communities   |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Content Area</b><br>Social Studies: Stand B People and Environments  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Key Concepts</b><br>• Form<br>• Function<br>• Causation  | <b>Related Concepts</b><br>• Location<br>• Services<br>• community   |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Central Idea</b><br><i>Community development shapes people and environment</i>   |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Lines of Inquiry</b><br>1. Different features of communities – (location/form)<br>2. How natural and built services meet needs – (services/function)<br>3. People's involvement and responsibility – (Communit/c ausation)   |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Attributes</b><br>• Thinker<br>• Balanced<br>• Communicator  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>ATLs</b><br>• Research   |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Descriptor</b><br>An inquiry into responsibilities to share finite resources with other people   |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Content Area</b><br>Science: Understanding Matter and Energy   |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Key Concepts</b><br>• Change<br>• Responsibility<br>• Form   | <b>Related Concepts</b><br>• Energy<br>• stewardship   |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Central Idea</b><br><i>Human use of renewable resources creates energy</i>   |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Lines of Inquiry</b><br>1. Renewable and nonrenewable energy sources – (form)<br>2. What happens as a result of using energy – (change/ energy)<br>3. People need to be responsible for energy use – (responsibility/stewardship)  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>Attributes</b><br>• inquirer<br>• open-minded<br>• knowledgeable   |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |
| <b>ATLs</b><br>• Self-management<br>• Research  |  |   |  |   |  |   |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |  |  |  |   |  |   |  |  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |                           |  |  |   |  |   |  |  |  |  |  |  |  |  |  |                                |  |  |   |  |  |  |  |  |   |  |   |  |  |  |                           |  |   |   |  |   |  |   |  |   |  |  |  |   |  |  |  |



| Grade/<br>Theme  | <b>WHO WE ARE</b><br><br><i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>   | <b>WHERE WE ARE IN PLACE AND TIME</b><br><br><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</i> | <b>HOW WE EXPRESS OURSELVES</b><br><br><i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i> | <b>HOW THE WORLD WORKS</b><br><br><i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i> | <b>HOW WE ORGANIZE OURSELVES</b><br><br><i>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.</i> | <b>SHARING THE PLANET</b><br><br><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i> |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
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| <b>Key Concepts</b><br>• Perspective<br>• connection   | <b>Related Concepts</b><br>• diversity<br>• relationships   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
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| <b>Lines of Inquiry Grade 1</b><br>1. our diverse community – (diversity)<br>2. Voices of our students' roles and responsibilities – (perspective)<br>3. Creating a sense of belonging while contributing in our families – (relationships/connection)   | <b>Lines on Inquiry Grade 2</b><br>1. Different types of families and groups that live in our community – (diversity)<br>2. Voices of our students' traditions and celebrations – (perspective)<br>3. Creating a sense of belonging while contributing – (relationships/connection)   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Attributes</b><br>• Open minded<br>• Caring<br>• Communicator   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>ATLs</b><br>• Social Skills   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Descriptor</b><br>An inquiry into orientation in Place and time   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Content Area</b><br>Arts and Language: reading, writing, listening, speaking  |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Key Concepts</b><br>• Perspective<br>• Form<br>• Connection   | <b>Related Concepts</b><br>• Expression<br>• Shape<br>• Feelings  |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Central Idea</b><br><i>The arts keep memories alive</i>   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Lines of Inquiry Grade 1</b><br>1. The senses and body parts – (form/shape)<br>2. How and why memories are shared – (connection/feeling)<br>3. Different formats used to store memories – (perspective/expression)  | <b>Lines of Inquiry Grade 2</b><br>1. The stages of human development – (form/shape)<br>2. How and why memories are shared – (feelings/connection)<br>3. Different formats used to store memories – (perspective/expression)  |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Attributes</b><br>• Inquirer<br>• Balanced<br>• Reflective  |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>ATLs</b><br>• Communication<br>• Research   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Descriptor</b><br>An inquiry into the appreciation of our aesthetic   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Content Area</b><br>Science: Understanding structures and mechanisms (Materials and simple machines)  |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Key Concepts</b><br>• Form<br>• Function<br>• perspective   | <b>Related Concepts</b><br>• design<br>• characteristic<br>• opinion  |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Central Idea</b><br><i>Aesthetic choices influence innovation</i>   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Lines of Inquiry Grade 1</b><br>1. How chosen materials and objects affect structure (form/design)<br>2. The characteristics of objects and structures (function/characteristics)<br>3. How the aesthetic value of structures impact us (perspective/opinion)   | <b>Lines of Inquiry Grade 2</b><br>1. Why we chose to use simple machines (form/design)<br>2. How simple machines help objects move (function/characteristics)<br>3. How simple machines impact life (perspective/opinion)  |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Attributes</b><br>• Inquirer<br>• Knowledgeable<br>• Thinker  |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>ATLs</b><br>• Thinking  |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Descriptor</b><br>An inquiry into the impact of scientific and technological advances on society and on the environment.  |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Content Area</b><br>Math (coding)   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Key Concepts</b><br>• Function<br>• Causation<br>• Connection   | <b>Related Concepts</b><br>• procedures<br>• choices<br>• relationships   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Central Idea</b><br><i>Choices people make produce movement and impact travel</i>   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Lines of Inquiry</b><br>4. Words, actions and numbers create code – (function/procedures)<br>5. How specific code create destination- (causation/choices)<br>6. Technology enhances innovations – (connection/relationships)  |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Attributes</b><br>• Thinker<br>• Communicator<br>• risktaker  |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>ATLs</b><br>• Thinking  |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Descriptor</b><br>An inquiry into societal decision making (possibly connect to classroom vote)   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Content Area</b><br>Social studies: Strand B (local and global communities)   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Key Concepts</b><br>• form<br>• function<br>• connections   | <b>Related Concepts</b><br>• structure<br>• purpose<br>• interdependence  |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Central Idea</b><br><i>Communities are shaped by the wants and needs of the residence</i>   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Lines of Inquiry Grade 1</b><br>1. The natural and built features of communities (form/structure)<br>2. How the natural and built community contributes to society (function/purpose)<br>3. What makes an area inviting to its community (connection/interdependence)   | <b>Lines of Inquiry Grade 2</b><br>1. The physical features of communities around the world (form/structure)<br>2. How communities meet the needs of their residents. (function/purpose)<br>3. How we can support similar goals around the world to sustain the natural environment)  |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Attributes</b><br>• Knowledgeable<br>• Balanced<br>• Reflective   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>ATLs</b><br>• Research<br>• Social Skills   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Descriptor</b><br>An inquiry into rights and responsibilities in the struggle to share finite resources with other people   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Content Area</b><br>Science: Understanding Earth and space systems: seasons and air and water   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Key Concepts</b><br>• Change<br>• Causation<br>• responsibility   | <b>Related Concepts</b><br>• cycles<br>• conservations<br>• Stewardship   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Central Idea</b><br>Human action or inaction impacts our planet (society and environment)   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Lines of Inquiry Grade 1</b><br>1. Changes that occur daily and seasonally (Change/cycles)<br>2. How the seasonal changes affect plants, animals and people (Causation/conservation)<br>3. Innovations that allow for activities to take place indoors out of season (e.g., food, sports, farming) (Responsibility/stewardship) | <b>Lines of Inquiry Grade 2</b><br>1. Stages of the water cycle (change/cycles)<br>2. Changes to air and water affect living things and the environment (causation/conservation)<br>3. Actions into the responsible use of water and air quality (responsibility/stewardship)   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>Attributes</b><br>• Inquirer<br>• Principled<br>• caring  |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |
| <b>ATLs</b><br>• self-management   |   |   |  |   |  |   |   |  |  |  |   |  |  |                                |  |   |  |  |   |  |  |  |  |  |   |  |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |  |                           |  |   |   |  |                                      |  |  |   |  |  |   |  |   |  |                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |  |                                  |  |

| Grade/<br>Theme  | <b>WHO WE ARE</b><br><br><i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>   | <b>WHERE WE ARE IN PLACE AND TIME</b><br><br><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</i> | <b>HOW WE EXPRESS OURSELVES</b><br><br><i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i> | <b>HOW THE WORLD WORKS</b><br><br><i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i> | <b>HOW WE ORGANIZE OURSELVES</b><br><br><i>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.</i> | <b>SHARING THE PLANET</b><br><br><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i> |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
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Simple machines move in different ways – (form/movement)<br/>2. Simple machines make life easier – (function/initiative)<br/>3. Choice and design of simple machines – (Perspective)</td> </tr> <tr> <td colspan="2" data-bbox="1637 1342 2054 1459"><b>Attributes</b><br/>• Inquirer<br/>• Thinker<br/>• Risk-takers</td> </tr> <tr> <td colspan="2" data-bbox="1637 1459 2054 1600"><b>ATLs</b><br/>• Thinker<br/>• Self-management<br/>• Social<br/>• Communication</td> </tr> </table> | <b>Descriptor</b><br>An inquiry into how humans use their understanding of scientific principles or the impact of scientific and technological advances on society and on the environment |  | <b>Content Area</b><br>Science: Simple Machines |  | <b>Key Concepts</b><br>• Perspective<br>• Form<br>• Function | <b>Related Concepts</b><br>• Structure<br>• Initiative<br>• Movement | <b>Central Idea</b><br><i>Simple Machines and mechanisms impact our community for different purposes</i> |  | <b>Lines of Inquiry</b><br>1. 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| <b>Content Area</b><br>Social Studies: Strand A Heritage and Identity  |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Key Concepts</b><br>• Perspective<br>• Causation<br>• Connection  | <b>Related Concepts</b><br>• Diversity - Perspective<br>• Culture - Causation<br>• Interrelations - Connection  |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
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| <b>ATLs</b><br>• Social  |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Descriptor</b><br>An inquiry into homes and journeys  |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Content Area</b><br>Math: Spatial (different homes, variety of places, different reasons)   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Key Concepts</b><br>• Causation<br>• Function<br>• Change   | <b>Related Concepts</b><br>• Problem solving/<br>• Relationship/function<br>• Advancements  |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Central Idea</b><br><i>Changes over time influence the way we live and learn today</i>  |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Lines of Inquiry</b><br>1. Innovations enhance learning and living (problem solving/causation)<br>2. Relationships support living, learning and community (relationships/function)<br>3. Financial literacy changes how we live (advancements/change)   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Attributes</b><br>• Thinker<br>• Communicators<br>• reflective  |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>ATLs</b><br>• Thinking<br>• Self-management<br>• Communication  |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Descriptor</b><br>An inquiry into the ways in which we discover and express ideas, feelings and nature  |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Content Area</b><br>Language (Science and Art) (caring for mother earth)  |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Key Concepts</b><br>• Responsibility<br>• Connection<br>• Perspective   | <b>Related Concepts</b><br>• Stewardship<br>• Communication   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Central Idea</b><br><i>Experiences that move us inspire art and creative writing.</i>   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Lines of Inquiry</b><br>1. Different forms, elements and conventions – (communication)<br>2. Perspectives are expressed in different ways – (perspective)<br>3. Communication consolidates our experiences – (connection)<br>4. Messages empower us to inspire action for society - (Stewardship – responsibility)  |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Attributes</b><br>• Thinker<br>• Communicator<br>• Reflective   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>ATLs</b><br>• Thinking<br>• Communication   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Descriptor</b><br>An inquiry into how humans use their understanding of scientific principles or the impact of scientific and technological advances on society and on the environment  |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Content Area</b><br>Science: Simple Machines  |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Key Concepts</b><br>• Perspective<br>• Form<br>• Function   | <b>Related Concepts</b><br>• Structure<br>• Initiative<br>• Movement  |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Central Idea</b><br><i>Simple Machines and mechanisms impact our community for different purposes</i>   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Lines of Inquiry</b><br>1. Simple machines move in different ways – (form/movement)<br>2. Simple machines make life easier – (function/initiative)<br>3. Choice and design of simple machines – (Perspective)   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Attributes</b><br>• Inquirer<br>• Thinker<br>• Risk-takers  |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>ATLs</b><br>• Thinker<br>• Self-management<br>• Social<br>• Communication   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Descriptor</b><br>An inquiry into interconnectedness of human-made systems and communities  |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Content Area</b><br>Social Studies B: People and Environments   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Key Concepts</b><br>• Perspective<br>• Function<br>• Change   | <b>Related Concepts</b><br>• Causes and consequence<br>• Significance (perspectives)<br>• Location (Function)   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Central Idea</b><br><i>The world is made up of unique places that influence the way we adapt and live.</i>  |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Lines of Inquiry</b><br>1. The world is made up of different regions with distinct features – (significance/perspectives)<br>2. Maps and globes bring understanding of various locations of countries around the world– (location/ function)<br>3. Similarities and differences in locations around the world affect children's living conditions – (causes and consequence/change)<br>4. Challenges and opportunities can be created to support local and/or global communities– (causes and consequence/change) |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Attributes</b><br>• Inquirer<br>• Knowledgeable<br>• Caring   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>ATLs</b><br>• Communication<br>• Research   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Descriptor</b><br>An inquiry into responsibilities to share finite resources with other people and other living things  |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Content Area</b><br>Science: Understanding life systems   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Key Concepts</b><br>• Form<br>• Change<br>• Connection  | <b>Related Concepts</b><br>• Growth<br>• Function<br>• Stewardship  |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Central Idea</b><br><i>Living things transform our connection with nature</i>   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Lines of Inquiry</b><br>1. Distinct characteristics (form/function)<br>2. Animals take on many forms (change/growth)<br>3. Humans are interconnected with nature (connection/stewardship)   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>Attributes</b><br>• Thinker<br>• Communicators<br>• Risk-Takers   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| <b>ATLs</b><br>• Thinking<br>• Self-management   |   |   |  |   |  |   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |
| Grade/   | <b>WHO WE ARE</b>   | <b>WHERE WE ARE IN PLACE AND TIME</b>   | <b>HOW WE EXPRESS OURSELVES</b>  | <b>HOW THE WORLD WORKS</b>  | <b>HOW WE ORGANIZE OURSELVES</b>   | <b>SHARING THE PLANET</b>   |  |  |  |   |  |  |  |                         |  |   |   |  |  |  |  |  |   |  |  |  |   |  |   |  |  |   |  |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |   |  |  |  |  |  |  |  |   |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |  |  |

| Theme   | 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; relationships between and the interconnectedness of individuals and civilizations, 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. | Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution. |                                  |  |   |  |                     |                         |  |   |  |                     |                         |   |  |                                 |                                |   |   |  |                     |                         |  |   |                                 |                                 |  |  |  |                     |                        |  |  |                                 |                                |   |  |  |                     |                         |  |   |                                 |                                 |  |  |
|---|---|---|--|--|---|---|----------------------------------|--|---|--|---------------------|-------------------------|--|---|--|---------------------|-------------------------|---|--|---------------------------------|--------------------------------|---|---|--|---------------------|-------------------------|--|---|---------------------------------|---------------------------------|--|--|--|---------------------|------------------------|--|--|---------------------------------|--------------------------------|---|--|--|---------------------|-------------------------|--|---|---------------------------------|---------------------------------|--|--|
| 2/3   | <p><b>Descriptor</b><br/>An inquiry into human relationships including communities</p> <p><b>Content Area</b><br/>Social Studies: Strand A Heritage and identity</p> <table border="1" data-bbox="242 594 683 741"> <tr> <td><b>Key Concepts</b></td> <td><b>Related Concepts</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Perspective</li> <li>Connection</li> <li>Change</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Opinion</li> <li>Adaptation</li> <li>Consequence</li> </ul> </td> </tr> </table> <p><b>Central Idea</b><br/>Communities adapt over time to the land and each other</p> <table border="1" data-bbox="242 848 683 1376"> <tr> <td><b>Gr. 2 Lines of Inquiry:</b></td> <td><b>Grade 3 Lines of Inquiry:</b></td> </tr> <tr> <td> <ol style="list-style-type: none"> <li>Different groups in local community- (adaptation/change)</li> <li>Compare different celebrations and traditions of past and present- (opinion/perspective)</li> <li>Traditions and heritage are passed on - 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Cycle (change)</li> <li>Interdependency of plants and animals - Interdependence (function)</li> <li>How humans can protect animals - Stewardship (responsibility)</li> </ol> </td> <td> <ol style="list-style-type: none"> <li>Characteristics of plants - cycle (change)</li> <li>Interdependency of plants and animals - Interdependence (function)</li> <li>How humans can protect plants - Stewardship (responsibility)</li> </ol> </td> </tr> </table> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Inquirer</li> <li>Caring</li> <li>Principled</li> </ul> <p><b>ATLs</b></p> <ul style="list-style-type: none"> <li>Research</li> </ul> | <b>Key Concepts</b> | <b>Related Concepts</b> | <ul style="list-style-type: none"> <li>Responsibility</li> <li>Function</li> <li>Change</li> </ul> | <ul style="list-style-type: none"> <li>Stewardship</li> <li>Interdependence</li> <li>Cycle</li> </ul> | <b>Lines of Inquiry Grade 2</b> | <b>Lines of inquiry Grade 3</b> | <ol style="list-style-type: none"> <li>Characteristics of animals - 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| <b>Lines of Inquiry Grade 2</b>   | <b>Line of Inquiry Grade 3</b>  |   |  |  |   |   |                                  |  |   |  |                     |                         |  |   |  |                     |                         |   |  |                                 |                                |   |   |  |                     |                         |  |   |                                 |                                 |  |  |  |                     |                        |  |  |                                 |                                |   |  |  |                     |                         |  |   |                                 |                                 |  |  |
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| <ul style="list-style-type: none"> <li>Causation</li> <li>Function</li> <li>connections</li> </ul>  | <ul style="list-style-type: none"> <li>Impact</li> <li>Role</li> <li>Interdependence</li> </ul>   |   |  |  |   |   |                                  |  |   |  |                     |                         |  |   |  |                     |                         |   |  |                                 |                                |   |   |  |                     |                         |  |   |                                 |                                 |  |  |  |                     |                        |  |  |                                 |                                |   |  |  |                     |                         |  |   |                                 |                                 |  |  |
| <b>Lines of Inquiry Grade 2</b>   | <b>Lines of inquiry Grade 3</b>   |   |  |  |   |   |                                  |  |   |  |                     |                         |  |   |  |                     |                         |   |  |                                 |                                |   |   |  |                     |                         |  |   |                                 |                                 |  |  |  |                     |                        |  |  |                                 |                                |   |  |  |                     |                         |  |   |                                 |                                 |  |  |
| <ol style="list-style-type: none"> <li>The water cycle (function/cycle)</li> <li>Changes to air and water affect the environment (causation/impact)</li> <li>Action that affect quality of air and water (connection/interdependence)</li> </ol>  | <ol style="list-style-type: none"> <li>Ways forces are used in daily life (function/cycle)</li> <li>How different forces cause objects to move (causation/impact)</li> <li>forces in nature have a significant effect on the environment (connection/interdependence)</li> </ol>  |   |  |  |   |   |                                  |  |   |  |                     |                         |  |   |  |                     |                         |   |  |                                 |                                |   |   |  |                     |                         |  |   |                                 |                                 |  |  |  |                     |                        |  |  |                                 |                                |   |  |  |                     |                         |  |   |                                 |                                 |  |  |
| <b>Key Concepts</b>   | <b>Related Concept</b>  |   |  |  |   |   |                                  |  |   |  |                     |                         |  |   |  |                     |                         |   |  |                                 |                                |   |   |  |                     |                         |  |   |                                 |                                 |  |  |  |                     |                        |  |  |                                 |                                |   |  |  |                     |                         |  |   |                                 |                                 |  |  |
| <ul style="list-style-type: none"> <li>Form</li> <li>Responsibility</li> <li>Connection</li> </ul>  | <ul style="list-style-type: none"> <li>Community</li> <li>Lifestyle</li> <li>location</li> </ul>  |   |  |  |   |   |                                  |  |   |  |                     |                         |  |   |  |                     |                         |   |  |                                 |                                |   |   |  |                     |                         |  |   |                                 |                                 |  |  |  |                     |                        |  |  |                                 |                                |   |  |  |                     |                         |  |   |                                 |                                 |  |  |
| <b>Lines of Inquiry Grade 2</b>   | <b>Lines of Inquiry Grade3</b>  |   |  |  |   |   |                                  |  |   |  |                     |                         |  |   |  |                     |                         |   |  |                                 |                                |   |   |  |                     |                         |  |   |                                 |                                 |  |  |  |                     |                        |  |  |                                 |                                |   |  |  |                     |                         |  |   |                                 |                                 |  |  |
| <ol style="list-style-type: none"> <li>The various physical features around the world - (form/location)</li> <li>How climate and physical features affect the way people live - (perspective/community)</li> <li>The relationship between the natural environment and the way people live - (responsibility/lifestyle)</li> </ol> | <ol style="list-style-type: none"> <li>Ontario's physical regions - (form/location)</li> <li>How natural features of an environment influence land use and employment - (perspective/community)</li> <li>How human actions affect land use and environment - (responsibility/lifestyle)</li> </ol>  |   |  |  |   |   |                                  |  |   |  |                     |                         |  |   |  |                     |                         |   |  |                                 |                                |   |   |  |                     |                         |  |   |                                 |                                 |  |  |  |                     |                        |  |  |                                 |                                |   |  |  |                     |                         |  |   |                                 |                                 |  |  |
| <b>Key Concepts</b>   | <b>Related Concepts</b>   |   |  |  |   |   |                                  |  |   |  |                     |                         |  |   |  |                     |                         |   |  |                                 |                                |   |   |  |                     |                         |  |   |                                 |                                 |  |  |  |                     |                        |  |  |                                 |                                |   |  |  |                     |                         |  |   |                                 |                                 |  |  |
| <ul style="list-style-type: none"> <li>Responsibility</li> <li>Function</li> <li>Change</li> </ul>  | <ul style="list-style-type: none"> <li>Stewardship</li> <li>Interdependence</li> <li>Cycle</li> </ul>   |   |  |  |   |   |                                  |  |   |  |                     |                         |  |   |  |                     |                         |   |  |                                 |                                |   |   |  |                     |                         |  |   |                                 |                                 |  |  |  |                     |                        |  |  |                                 |                                |   |  |  |                     |                         |  |   |                                 |                                 |  |  |
| <b>Lines of Inquiry Grade 2</b>   | <b>Lines of inquiry Grade 3</b>   |   |  |  |   |   |                                  |  |   |  |                     |                         |  |   |  |                     |                         |   |  |                                 |                                |   |   |  |                     |                         |  |   |                                 |                                 |  |  |  |                     |                        |  |  |                                 |                                |   |  |  |                     |                         |  |   |                                 |                                 |  |  |
| <ol style="list-style-type: none"> <li>Characteristics of animals - Cycle (change)</li> <li>Interdependency of plants and animals - Interdependence (function)</li> <li>How humans can protect animals - Stewardship (responsibility)</li> </ol>  | <ol style="list-style-type: none"> <li>Characteristics of plants - cycle (change)</li> <li>Interdependency of plants and animals - Interdependence (function)</li> <li>How humans can protect plants - Stewardship (responsibility)</li> </ol>  |   |  |  |   |   |                                  |  |   |  |                     |                         |  |   |  |                     |                         |   |  |                                 |                                |   |   |  |                     |                         |  |   |                                 |                                 |  |  |  |                     |                        |  |  |                                 |                                |   |  |  |                     |                         |  |   |                                 |                                 |  |  |



| Grade/<br>Theme | <b>WHO WE ARE</b><br><br><i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i> | <b>WHERE WE ARE IN PLACE AND TIME</b><br><br><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</i> | <b>HOW WE EXPRESS OURSELVES</b><br><br><i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i> | <b>HOW THE WORLD WORKS</b><br><br><i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i> | <b>HOW WE ORGANIZE OURSELVES</b><br><br><i>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.</i> | <b>SHARING THE PLANET</b><br><br><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i> |
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| 3/4  | <b>Descriptor</b><br>An inquiry into rights and responsibilities   | <b>Descriptor</b><br>An inquiry into orientation in place and time  | <b>Descriptor</b><br>An inquiry into the ways in which we reflect on, extend and enjoy our creativity   | <b>Descriptor</b><br>An inquiry into how humans use their understanding of scientific principles   | <b>Descriptor</b><br>An inquiry into economic activities and their impact on humankind and the environment   | <b>Descriptor</b><br>An inquiry into an inquiry into responsibilities to share finite resources with other people   |   |   |  |   |  |   |  |  |  |  |  |  |
|  | <b>Content Area</b><br>Health: Strand D  | <b>Content Area</b><br>Social Studies: Strand A Heritage and Identity   | <b>Content Area</b><br>Language: writing - personal voice (art)   | <b>Content Area</b><br>Science: Understanding structures and mechanisms  | <b>Content Area</b><br>Social Studies: Strand B People and Environments  | <b>Content Area</b><br>Science: Understanding Earth and Space Systems   |   |   |  |   |  |   |  |  |  |  |  |  |
|  | <table border="1"> <tr> <td data-bbox="223 749 447 895"> <b>Key Concepts</b> <ul style="list-style-type: none"> <li>responsibility</li> <li>Connection</li> <li>Change</li> </ul> </td> <td data-bbox="447 749 702 895"> <b>Related Concepts</b> <ul style="list-style-type: none"> <li>choice</li> <li>balance</li> <li>Mindfulness</li> </ul> </td> </tr> </table> | <b>Key Concepts</b> <ul style="list-style-type: none"> <li>responsibility</li> <li>Connection</li> <li>Change</li> </ul>  | <b>Related Concepts</b> <ul style="list-style-type: none"> <li>choice</li> <li>balance</li> <li>Mindfulness</li> </ul>  | <table border="1"> <tr> <td data-bbox="702 749 907 895"> <b>Key Concepts</b> <ul style="list-style-type: none"> <li>Connection</li> <li>Change</li> <li>Perspective</li> </ul> </td> <td data-bbox="907 749 1134 895"> <b>Related Concepts</b> <ul style="list-style-type: none"> <li>Community</li> <li>History</li> <li>Interrelationships</li> </ul> </td> </tr> </table> | <b>Key Concepts</b> <ul style="list-style-type: none"> <li>Connection</li> <li>Change</li> <li>Perspective</li> </ul>  | <b>Related Concepts</b> <ul style="list-style-type: none"> <li>Community</li> <li>History</li> <li>Interrelationships</li> </ul>  | <table border="1"> <tr> <td data-bbox="1134 749 1361 895"> <b>Key Concepts</b> <ul style="list-style-type: none"> <li>Perspective</li> <li>Connection</li> <li>function</li> </ul> </td> <td data-bbox="1361 749 1619 895"> <b>Related Concepts</b> <ul style="list-style-type: none"> <li>Opinions</li> <li>relationships</li> <li>Communication</li> </ul> </td> </tr> </table> | <b>Key Concepts</b> <ul style="list-style-type: none"> <li>Perspective</li> <li>Connection</li> <li>function</li> </ul>   | <b>Related Concepts</b> <ul style="list-style-type: none"> <li>Opinions</li> <li>relationships</li> <li>Communication</li> </ul>   | <table border="1"> <tr> <td data-bbox="1619 749 1836 895"> <b>Key Concepts</b> <ul style="list-style-type: none"> <li>Connection</li> <li>Form</li> <li>Function</li> </ul> </td> <td data-bbox="1836 749 2073 895"> <b>Related Concepts</b> <ul style="list-style-type: none"> <li>Force</li> <li>Structure</li> <li>Systems</li> </ul> </td> </tr> </table> | <b>Key Concepts</b> <ul style="list-style-type: none"> <li>Connection</li> <li>Form</li> <li>Function</li> </ul>   | <b>Related Concepts</b> <ul style="list-style-type: none"> <li>Force</li> <li>Structure</li> <li>Systems</li> </ul> | <table border="1"> <tr> <td data-bbox="2073 749 2278 895"> <b>Key Concepts</b> <ul style="list-style-type: none"> <li>Form</li> <li>connection</li> <li>Responsibility</li> </ul> </td> <td data-bbox="2278 749 2557 895"> <b>Related Concepts</b> <ul style="list-style-type: none"> <li>landforms</li> <li>community</li> <li>sustainability</li> </ul> </td> </tr> </table> | <b>Key Concepts</b> <ul style="list-style-type: none"> <li>Form</li> <li>connection</li> <li>Responsibility</li> </ul> | <b>Related Concepts</b> <ul style="list-style-type: none"> <li>landforms</li> <li>community</li> <li>sustainability</li> </ul> | <table border="1"> <tr> <td data-bbox="2557 749 2775 895"> <b>Key Concepts</b> <ul style="list-style-type: none"> <li>Responsibility</li> <li>Function</li> <li>Change</li> </ul> </td> <td data-bbox="2775 749 3014 895"> <b>Related Concepts</b> <ul style="list-style-type: none"> <li>Stewardship</li> <li>Structure</li> <li>Continuity</li> </ul> </td> </tr> </table> | <b>Key Concepts</b> <ul style="list-style-type: none"> <li>Responsibility</li> <li>Function</li> <li>Change</li> </ul> | <b>Related Concepts</b> <ul style="list-style-type: none"> <li>Stewardship</li> <li>Structure</li> <li>Continuity</li> </ul> |
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| <b>Central Idea</b><br><i>Personal choices influence human development and wellbeing</i>   | <b>Central Idea</b><br><i>Past societies impact present and future life</i>  | <b>Central Idea</b><br><i>Creativity is enhanced through voice, choice and reflection</i>   | <b>Central Idea</b><br><i>Technological problem solving/Mechanical systems transform human effort.</i>  | <b>Central Idea</b><br><i>Human actions and the environment impact one another.</i>  | <b>Central Idea</b><br><i>People's choices affect the environment and its resources</i>  |   |   |   |  |   |  |   |  |  |  |  |  |  |
| <b>Lines of Inquiry</b> <ol style="list-style-type: none"> <li>Recognizing and managing emotions – (mindfulness/change)</li> <li>Connections between an active lifestyle and well-being – (connection/balance)</li> <li>Advocating and making healthy choices – (responsibility/choice)</li> </ol>                           | <b>Lines of Inquiry</b> <ol style="list-style-type: none"> <li>How needs were met in daily life of early societies (community-connection)</li> <li>The relationship between the environment and societies (interrelationships)</li> <li>conflict and co-operation (history)</li> <li>Citizens of the future (change)</li> </ol>                                      | <b>Lines of Inquiry</b> <ol style="list-style-type: none"> <li>Generate, gather and organize ideas to write for an intended purpose (communication/function)</li> <li>Different ways to understand, respond and connect appropriately (relationships/connection)</li> <li>Words, phrases, concrete materials that convey a stated or implied message (opinion/perspective)</li> </ol> | <table border="1"> <tr> <td data-bbox="1619 997 1836 1272"> <b>Lines of Inquiry Grade 3</b> <ol style="list-style-type: none"> <li>A structure has both form and function – (Form/function)</li> <li>Structures are designed to be strong and stable - )Structure/form)</li> <li>Structures are useful- (Force and connection)</li> </ol> </td> <td data-bbox="1836 997 2073 1272"> <b>Lines of Inquiry Grade 4</b> <ol style="list-style-type: none"> <li>Mechanisms create movement – (Form/function)</li> <li>Mechanisms are designed to make work easier – (Structure/form)</li> <li>Mechanism are useful- (Force/connection)</li> </ol> </td> </tr> </table> | <b>Lines of Inquiry Grade 3</b> <ol style="list-style-type: none"> <li>A structure has both form and function – (Form/function)</li> <li>Structures are designed to be strong and stable - )Structure/form)</li> <li>Structures are useful- (Force and connection)</li> </ol>  | <b>Lines of Inquiry Grade 4</b> <ol style="list-style-type: none"> <li>Mechanisms create movement – (Form/function)</li> <li>Mechanisms are designed to make work easier – (Structure/form)</li> <li>Mechanism are useful- (Force/connection)</li> </ol> | <table border="1"> <tr> <td data-bbox="2073 997 2278 1272"> <b>Lines of Inquiry Grade 3</b> <ol style="list-style-type: none"> <li>Understand Ontario's physical regions – (form)</li> <li>Natural features of an environment influence land use and employment – (connections/community)</li> <li>Human actions affect land use and environment (stewardship/responsibility)</li> </ol> </td> <td data-bbox="2278 997 2557 1272"> <b>Lines of inquiry Grade 4</b> <ol style="list-style-type: none"> <li>Understand Canada's physical regions – (form)</li> <li>Economic sectors are connected to physical regions – (connection/community)</li> <li>Human activities should balance human needs/wants with environmental (stewardship – responsibility)</li> </ol> </td> </tr> </table> | <b>Lines of Inquiry Grade 3</b> <ol style="list-style-type: none"> <li>Understand Ontario's physical regions – (form)</li> <li>Natural features of an environment influence land use and employment – (connections/community)</li> <li>Human actions affect land use and environment (stewardship/responsibility)</li> </ol>  | <b>Lines of inquiry Grade 4</b> <ol style="list-style-type: none"> <li>Understand Canada's physical regions – (form)</li> <li>Economic sectors are connected to physical regions – (connection/community)</li> <li>Human activities should balance human needs/wants with environmental (stewardship – responsibility)</li> </ol> | <table border="1"> <tr> <td data-bbox="2557 997 2775 1272"> <b>Lines of Inquiry Grade 3</b> <ol style="list-style-type: none"> <li>The different properties of soils (function/structure)</li> <li>The composition of soils (change/continuity)</li> <li>How society's use of soil affects the environment (responsibility/Stewardship)</li> </ol> </td> <td data-bbox="2775 997 3014 1272"> <b>Lines of Inquiry Grade 4</b> <ol style="list-style-type: none"> <li>The different properties of soils (function/structure)</li> <li>The composition of soils (change/continuity)</li> <li>How society's use of soil affects the environment (responsibility/Stewardship)</li> </ol> </td> </tr> </table> | <b>Lines of Inquiry Grade 3</b> <ol style="list-style-type: none"> <li>The different properties of soils (function/structure)</li> <li>The composition of soils (change/continuity)</li> <li>How society's use of soil affects the environment (responsibility/Stewardship)</li> </ol>  | <b>Lines of Inquiry Grade 4</b> <ol style="list-style-type: none"> <li>The different properties of soils (function/structure)</li> <li>The composition of soils (change/continuity)</li> <li>How society's use of soil affects the environment (responsibility/Stewardship)</li> </ol> |   |  |  |  |  |  |  |
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| <b>Attributes</b> <ul style="list-style-type: none"> <li>Balance</li> <li>Principled</li> <li>Reflective</li> </ul>  | <b>Attributes</b> <ul style="list-style-type: none"> <li>Inquirer</li> <li>Open-minded</li> </ul>  | <b>Attributes</b> <ul style="list-style-type: none"> <li>Knowledgeable</li> <li>Communicators</li> <li>Balanced</li> </ul>  | <b>Attributes</b> <ul style="list-style-type: none"> <li>Inquirer</li> <li>Knowledgeable</li> <li>Risk takers</li> </ul>  | <b>Attributes</b> <ul style="list-style-type: none"> <li>Inquirer</li> <li>Balanced</li> <li>Caring</li> </ul>   | <b>Attributes</b> <ul style="list-style-type: none"> <li>Thinker</li> <li>Caring</li> </ul>  |   |   |   |  |   |  |   |  |  |  |  |  |  |
| <b>ATLs</b> <ul style="list-style-type: none"> <li>Self-management</li> </ul>  | <b>ATLs</b> <ul style="list-style-type: none"> <li>Thinking skills</li> </ul>  | <b>ATLs</b> <ul style="list-style-type: none"> <li>Communication</li> <li>Social Skills</li> </ul>  | <b>ATLs</b> <ul style="list-style-type: none"> <li>Thinking</li> <li>Self-management</li> </ul>   | <b>ATLs</b> <ul style="list-style-type: none"> <li>Research</li> </ul>   | <b>ATLs</b> <ul style="list-style-type: none"> <li>Research</li> </ul>   |   |   |   |  |   |  |   |  |  |  |  |  |  |

| Grade/<br>Theme  | <b>WHO WE ARE</b><br><br><i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>   | <b>WHERE WE ARE IN PLACE AND TIME</b><br><br><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</i> | <b>HOW WE EXPRESS OURSELVES</b><br><br><i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i> | <b>HOW THE WORLD WORKS</b><br><br><i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i> | <b>HOW WE ORGANIZE OURSELVES</b><br><br><i>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.</i> | <b>SHARING THE PLANET</b><br><br><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i> |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
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| <b>Content Area</b><br>Health: Strand A  |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Key Concepts</b><br>• Connection<br>• Form<br>• Change  | <b>Related Concepts</b><br>• Relationships<br>• Balance<br>• Adaptation   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Central Idea</b><br><i>Healthy living contributes to a well-balanced life</i>   |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
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| <b>ATLs</b><br>• Self-management   |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
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| <b>Content Area</b><br>Math: Strand C and D Algebra & (Spatial)  |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
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| <b>Attributes</b><br>• Communicator<br>• Open minded<br>• Risk taker   |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>ATLs</b><br>• Thinking  |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Descriptor</b><br>An inquiry into the ways in which we discover and express our ideas from nature   |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Content Area</b><br>The Arts: Visual  |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Key Concepts</b><br>• Form<br>• Perspective<br>• Causation  | <b>Related Concepts</b><br>• balance<br>• interpretation  |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Central Idea</b><br><i>The natural environment shapes art expression</i>  |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Lines of Inquiry</b><br>1. Art has elements of design – (Form/balance)<br>2. Art is expressed in different mediums and materials – (Form/balance)<br>3. Art evokes meaning and emotion – (Interpretation/perspective)<br>4. Nature causes change (seasonal changes, natural disaster, personal struggles, choices) – (Causation) (action)   |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Attributes</b><br>• open-minded<br>• risk taker<br>• reflective   |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>ATLs</b><br>• Thinking<br>• communication   |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Descriptor</b><br>An inquiry into the interaction between the natural world (physical and biological) and human societies   |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Content Area</b><br>Science: Understanding Earth and Space Systems  |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Key Concepts</b><br>• Function<br>• Change<br>• Responsibility  | <b>Related Concepts</b><br>• Behaviour<br>• Growth<br>• Stewardship   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Central Idea</b><br><i>Choices we make have lifelong effects on people and the environment.</i>   |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Lines of Inquiry – Grade 4</b><br>1. Characteristics of rocks/minerals and their use (Behaviour/function)<br>2. The rock cycle (Growth/change)<br>3. Social and environmental impact of mining (Stewardship/responsibility)   | <b>Lines of Inquiry – Grade 5</b><br>1. renewable and non-renewable sources of energy (Behaviour/function)<br>2. Energy transformation (Growth/change)<br>3. Social and environmental impact of energy and its conservation (Stewardship/responsibility)  |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Attributes</b><br>• Knowledgeable<br>• Thinker<br>• Caring<br>• Reflective  |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>ATLs</b><br>• Thinking<br>• Research  |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Descriptor</b><br>An inquiry into the structure and function of organizations   |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Content Area</b><br>Social Studies: Strand B People and Environments  |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Key Concepts</b><br>• Responsibility<br>• Function<br>• Perspective   | <b>Related Concepts</b><br>• Stewardship<br>• Patterns<br>• Connection  |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Central Idea</b><br><i>Decisions shape responsible citizens</i>   |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Lines of Inquiry Grade 4</b><br>1. The characteristics of the regions of Canada B3 (Patterns/function)<br>2. Human needs and wants and the environment (Community/perspective) B1<br>3. Balancing Needs and Environmental stewardship B2 (Stewardship/responsibility)   | <b>Lines of Inquiry Grade 5</b><br>1. Roles and Responsibilities of Government and Citizens B3 - (Patterns/function)<br>2. Differing Perspectives on Social and Environments Issues B2 (Community/perspective)<br>3. Government and Citizen working together to action B1 (Stewardship/responsibility)  |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Attributes</b><br>• Thinker<br>• Reflective<br>• Inquirer   |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>ATLs</b><br>• Thinking<br>• Social Skills   |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Descriptor</b><br>An inquiry into communities and the relationship within and between them  |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Content Area</b><br>Science: Life Systems   |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Key Concepts</b><br>• Responsibility<br>• Function<br>• Connection  | <b>Related Concepts</b><br>• behavior<br>• Systems<br>• Interactions  |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Central Idea</b><br><i>Living things rely on each other to survive</i>  |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Lines of Inquiry Grade 4</b><br>1. The components of a habitat. (Function/Systems)<br>2. The dependency of humans upon natural habitats and communities to survive. (Connection/Interaction)<br>3. Human impacts and changes to habitats. (Responsibilities/Behaviour)  | <b>Lines of Inquiry Grade 5</b><br>1. The function of the major organs in the body. (Function/systems)<br>2. Organ systems are components of a larger system (the body) and, as such, work together and affect one another. (Connection/Interaction)<br>3. Choices we make affect our organ systems and, in turn, our overall health. (Responsibility/behaviour)  |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>Attributes</b><br>• Inquirer<br>• Knowledgeable<br>• Communicator<br>• Balanced   |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| <b>ATLs</b><br>• Thinking  |   |   |  |   |  |   |   |  |  |  |  |  |  |                                  |  |  |  |  |   |  |  |  |   |  |   |  |  |  |                           |  |  |  |  |   |  |   |  |   |  |  |  |  |  |  |  |  |  |  |   |  |   |   |  |  |  |  |   |  |   |  |   |  |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |   |  |   |  |   |  |  |  |                           |  |
| Grade/<br>Theme  | <b>WHO WE ARE</b>   | <b>WHERE WE ARE IN PLACE AND TIME</b>   | <b>HOW WE EXPRESS OURSELVES</b>  | <b>HOW THE WORLD WORKS</b>  | <b>HOW WE ORGANIZE OURSELVES</b>   | <b>SHARING THE PLANET</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; relationships between and the interconnectedness of individuals and civilizations, 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. | Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.  |                     |                         |  |  |   |                     |                         |   |   |   |                     |                         |   |  |  |                     |                         |  |   |                                 |                                 |  |   |  |                     |                         |  |  |                                 |                                 |  |  |
| 5/6  | <p><b>Descriptor</b><br/>An inquiry into personal, physical, mental and social health</p> <p><b>Content Area</b><br/>Health: Social-Emotional Learning Skills and Healthy Living</p> <table border="1"> <tr> <td><b>Key Concepts</b></td> <td><b>Related Concepts</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Change</li> <li>Connection</li> <li>Responsibility</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Growth</li> <li>Wellness</li> <li>Choices</li> </ul> </td> </tr> </table> <p><b>Central Idea</b><br/>Internal exploration and reflection drive our ambition and need to persevere.</p> <p><b>Lines of Inquiry</b></p> <ol style="list-style-type: none"> <li>Taking ownership of ourselves, our actions and our feelings as we validate ourselves as important and unique ~ (Responsibility/choices)</li> <li>Knowing that we can choose to react and interpret situations in a way reflective of who we strive to be~ (Change/growth)</li> <li>How feelings and actions impact each other.~ (Connection/wellness)</li> </ol> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Open minded</li> <li>Balanced</li> <li>reflective</li> </ul> <p><b>ATLs</b></p> <ul style="list-style-type: none"> <li>Thinking</li> <li>Self-management</li> </ul> | <b>Key Concepts</b>   | <b>Related Concepts</b>  | <ul style="list-style-type: none"> <li>Change</li> <li>Connection</li> <li>Responsibility</li> </ul>   | <ul style="list-style-type: none"> <li>Growth</li> <li>Wellness</li> <li>Choices</li> </ul>   | <p><b>Descriptor</b><br/>An inquiry into the relationships between and the interconnectedness of individuals and citizens from local and global perspectives</p> <p><b>Content Area</b><br/>Social Studies: Strand A Heritage and Identity</p> <table border="1"> <tr> <td><b>Key Concepts</b></td> <td><b>Related Concepts</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Perspective</li> <li>Causation</li> <li>Change</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Interactions</li> <li>Relationships</li> <li>Cause/Consequence</li> </ul> </td> </tr> </table> <p><b>Central Idea</b><br/>Interactions among people/groups causes significant change over time</p> <p><b>Lines of Inquiry</b></p> <ol style="list-style-type: none"> <li>Co-operation and conflict of relationships (relationships)</li> <li>Perspective of others – (perspective/interactions)</li> <li>Result of interactions – (causation/cause and consequence)</li> <li>Knowing the past can impact our present and future – (change/relationship)</li> </ol> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Communicator</li> <li>Open – minded</li> <li>Caring</li> </ul> <p><b>ATLs</b></p> <ul style="list-style-type: none"> <li>Social Skills</li> <li>Thinking</li> </ul> | <b>Key Concepts</b> | <b>Related Concepts</b> | <ul style="list-style-type: none"> <li>Perspective</li> <li>Causation</li> <li>Change</li> </ul> | <ul style="list-style-type: none"> <li>Interactions</li> <li>Relationships</li> <li>Cause/Consequence</li> </ul> | <p><b>Descriptor</b><br/>An inquiry into our appreciation of the aesthetic</p> <p><b>Content Area</b><br/>Language (Media)</p> <table border="1"> <tr> <td><b>Key Concepts</b></td> <td><b>Related Concepts</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Form</li> <li>Function</li> <li>Perspective</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Creativity</li> <li>Message</li> <li>Audience</li> </ul> </td> </tr> </table> <p><b>Central Idea</b><br/>Creative expression impacts and influences others</p> <p><b>Lines of Inquiry</b></p> <ol style="list-style-type: none"> <li>Reflecting and analyzing a variety of expressive platforms – (perspective/audience)</li> <li>Exploring forms and cultural context, past and present – (form/creativity)</li> <li>Expressing and influencing through different forms – (function/message)</li> </ol> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Risk-takers</li> <li>Reflective</li> <li>Thinker</li> </ul> <p><b>ATLs</b></p> <ul style="list-style-type: none"> <li>Self-management</li> <li>Research</li> <li>communication</li> </ul> | <b>Key Concepts</b> | <b>Related Concepts</b> | <ul style="list-style-type: none"> <li>Form</li> <li>Function</li> <li>Perspective</li> </ul> | <ul style="list-style-type: none"> <li>Creativity</li> <li>Message</li> <li>Audience</li> </ul> | <p><b>Descriptor</b><br/>An inquiry into the impact of scientific and technological advances on society and on the environment</p> <p><b>Content Area</b><br/>Math: STEAM and Robotics</p> <table border="1"> <tr> <td><b>Key Concepts</b></td> <td><b>Related Concepts</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Change</li> <li>Causation</li> <li>Function</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Communication</li> <li>Sequences</li> <li>Adaptation</li> </ul> </td> </tr> </table> <p><b>Central Idea</b><br/>Advances in technology foster growth, development and innovating</p> <p><b>Lines of Inquiry</b></p> <ol style="list-style-type: none"> <li>Exploring advancements in technology – (adaptation/function)</li> <li>Understanding causes of/ for change – (sequences/causation)</li> <li>Identifying what future changes might be beneficial – (Communication/change)</li> </ol> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Thinker</li> <li>Communicator</li> <li>Open minded</li> </ul> <p><b>ATLs</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Thinking</li> </ul> | <b>Key Concepts</b> | <b>Related Concepts</b> | <ul style="list-style-type: none"> <li>Change</li> <li>Causation</li> <li>Function</li> </ul> | <ul style="list-style-type: none"> <li>Communication</li> <li>Sequences</li> <li>Adaptation</li> </ul> | <p><b>Descriptor</b><br/>An inquiry into the structure and function of organizations; societal decision making</p> <p><b>Content Area</b><br/>Social Studies: Strand B People and Environments</p> <table border="1"> <tr> <td><b>Key Concepts</b></td> <td><b>Related Concepts</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Responsibility</li> <li>Connection</li> <li>Form</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Citizenship</li> <li>Systems</li> <li>Structure</li> </ul> </td> </tr> </table> <p><b>Central Idea</b><br/>Global issues impact Canadians and Canadians affect global issues</p> <table border="1"> <tr> <td><b>Lines of Inquiry Grade 5</b></td> <td><b>Lines of Inquiry Grade 6</b></td> </tr> <tr> <td> <ol style="list-style-type: none"> <li>Roles and responsibilities of government and citizens (form/structure)</li> <li>Government and citizens work together (connection/systems)</li> <li>Being active and effective citizens (responsibility/citizenship)</li> </ol> </td> <td> <ol style="list-style-type: none"> <li>Global issues (form/structure)</li> <li>How countries co-operative (connection/systems)</li> <li>How 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| Grade/Theme  | 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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|  |  |   |                         |  |   |  |                     |                         |   |   |  |                     |                         |   |   |   |                     |                         |  |   |  |                     |                         |  |  |   |                     |                         |   |  |
|--|--|---|-------------------------|--|---|--|---------------------|-------------------------|---|---|--|---------------------|-------------------------|---|---|---|---------------------|-------------------------|--|---|--|---------------------|-------------------------|--|--|---|---------------------|-------------------------|---|--|
| 6  | <p><b>Descriptor</b><br/>An inquiry into human relationships including families, friends, communities and cultures</p> <p><b>Content Area</b><br/>Language</p> <table border="1"> <tr> <td><b>Key Concepts</b></td> <td><b>Related Concepts</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Perspective</li> <li>Causation</li> <li>Change</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Choices (causation)</li> <li>Influences (perspective)</li> <li>Relationships (change)</li> </ul> </td> </tr> </table> <p><b>Central Idea</b><br/><i>Relationships are influenced by choices, interests, and groups</i></p> <p><b>Lines of Inquiry</b></p> <ol style="list-style-type: none"> <li>The choices that people make influence the relationships that they have (choices/causation)</li> <li>As my identity changes so do my relationships (relationships/change)</li> <li>People influence others – what type of influencer am I or who do I want to become (influence and perspective)</li> </ol> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Communicator</li> <li>Balanced</li> <li>Reflective</li> </ul> <p><b>ATLs</b></p> <ul style="list-style-type: none"> <li>Social</li> <li>Communication</li> <li>Self-Management</li> </ul> | <b>Key Concepts</b>   | <b>Related Concepts</b> | <ul style="list-style-type: none"> <li>Perspective</li> <li>Causation</li> <li>Change</li> </ul> | <ul style="list-style-type: none"> <li>Choices (causation)</li> <li>Influences (perspective)</li> <li>Relationships (change)</li> </ul> | <p><b>Descriptor</b><br/>An inquiry into the explorations and migrations of humankind</p> <p><b>Content Area</b><br/>Social Studies: Strand A Heritage and Identity</p> <table border="1"> <tr> <td><b>Key Concepts</b></td> <td><b>Related Concepts</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Perspective</li> <li>Connection</li> <li>Change</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Culture</li> <li>Discoveries</li> <li>Communities</li> </ul> </td> </tr> </table> <p><b>Central Idea</b><br/><i>Humans view contributions to the development of society differently</i></p> <p><b>Lines of Inquiry</b></p> <ol style="list-style-type: none"> <li>Canada's identity has evolved over time through the contribution of different communities and people – (change, connection, community)</li> <li>Groups resolve conflicts in different ways –(perspective and causation_</li> <li>Everyone's story is part of Canada's story and can change over time – (change, discoveries, culture)</li> </ol> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Open-minded</li> <li>Inquirer</li> <li>Reflective</li> </ul> <p><b>ATLs</b></p> <ul style="list-style-type: none"> <li>Communication</li> </ul> | <b>Key Concepts</b> | <b>Related Concepts</b> | <ul style="list-style-type: none"> <li>Perspective</li> <li>Connection</li> <li>Change</li> </ul> | <ul style="list-style-type: none"> <li>Culture</li> <li>Discoveries</li> <li>Communities</li> </ul> | <p><b>Descriptor</b><br/>An inquiry into the ways in which we express beliefs and values</p> <p><b>Content Area</b><br/>Art</p> <table border="1"> <tr> <td><b>Key Concepts</b></td> <td><b>Related Concepts</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Form</li> <li>Function</li> <li>perspective</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>patterns</li> <li>message</li> <li>subjectivity</li> </ul> </td> </tr> </table> <p><b>Central Idea</b><br/><i>Artists express beliefs through their craft</i></p> <p><b>Lines of Inquiry</b></p> <ol style="list-style-type: none"> <li>Perspectives and points of view in art – (Subjectivity/ perspective)</li> <li>Artist's motive/message – (Message/function)</li> <li>The elements of art - (Patterns/form)</li> <li>Expressing beliefs through craft – (all concepts)</li> </ol> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Communicators</li> <li>Open-minded</li> <li>Reflective</li> </ul> <p><b>ATLs</b></p> <ul style="list-style-type: none"> <li>Communication</li> </ul> | <b>Key Concepts</b> | <b>Related Concepts</b> | <ul style="list-style-type: none"> <li>Form</li> <li>Function</li> <li>perspective</li> </ul> | <ul style="list-style-type: none"> <li>patterns</li> <li>message</li> <li>subjectivity</li> </ul> | <p><b>Descriptor</b><br/>An inquiry into the impact of scientific and technological advances on society and on the environment</p> <p><b>Content Area</b><br/>Science: Understanding Structures and Mechanisms</p> <table border="1"> <tr> <td><b>Key Concepts</b></td> <td><b>Related Concepts</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>function</li> <li>responsibility</li> <li>form</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>systems</li> <li>initiative</li> <li>structures</li> </ul> </td> </tr> </table> <p><b>Central Idea</b><br/><i>Human innovation affects society and its environment</i></p> <p><b>Lines of Inquiry</b></p> <ol style="list-style-type: none"> <li>Properties of air and force– (systems/function)</li> <li>How design influences use – (structures/form)</li> <li>Ways aviation impacts society and environment – (initiative/responsibility)</li> </ol> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Inquirer</li> <li>Knowledgeable</li> <li>Risk-takers</li> </ul> <p><b>ATLs</b></p> <ul style="list-style-type: none"> <li>Thinking</li> </ul> | <b>Key Concepts</b> | <b>Related Concepts</b> | <ul style="list-style-type: none"> <li>function</li> <li>responsibility</li> <li>form</li> </ul> | <ul style="list-style-type: none"> <li>systems</li> <li>initiative</li> <li>structures</li> </ul> | <p><b>Descriptor</b><br/>An inquiry into Economic activities and their impact on humankind and the environment</p> <p><b>Content Area</b><br/>Social Studies: Strand B People and Environments</p> <table border="1"> <tr> <td><b>Key Concepts</b></td> <td><b>Related Concepts</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>responsibility</li> <li>connection</li> <li>function</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>rights</li> <li>systems</li> <li>communication</li> </ul> </td> </tr> </table> <p><b>Central Idea</b><br/><i>A global mindset transforms local/national/global issues</i></p> <p><b>Lines of Inquiry</b></p> <ol style="list-style-type: none"> <li>Citizens' rights and responsibilities (rights/responsibility)</li> <li>Social, economic, environmental global relationships (systems/connections)</li> <li>Allyship (communication/function)</li> </ol> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Open minded</li> <li>Knowledgeable</li> <li>Thinker</li> <li>Principled</li> </ul> <p><b>ATLs</b></p> <ul style="list-style-type: none"> <li>Thinking</li> <li>Research</li> </ul> | <b>Key Concepts</b> | <b>Related Concepts</b> | <ul style="list-style-type: none"> <li>responsibility</li> <li>connection</li> <li>function</li> </ul> | <ul style="list-style-type: none"> <li>rights</li> <li>systems</li> <li>communication</li> </ul> | <p><b>Descriptor</b><br/>An inquiry into communities and the relationship within and between them</p> <p><b>Content Area</b><br/>Science: Life Systems</p> <table border="1"> <tr> <td><b>Key Concepts</b></td> <td><b>Related Concepts</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>form</li> <li>causation</li> <li>responsibility</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>systems</li> <li>interactions</li> <li>Stewardship</li> </ul> </td> </tr> </table> <p><b>Central Idea</b><br/><i>Humans make choices that impact biodiversity</i></p> <p><b>Lines of Inquiry</b></p> <ol style="list-style-type: none"> <li>Basic concepts of biodiversity (Form/systems)</li> <li>Diversity, species, and ecosystems (Causation/interactions)</li> <li>Maintaining diversity is critical to the health of the planet (Stewardship/responsibility)</li> </ol> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Knowledgeable</li> <li>Principled</li> <li>reflective</li> </ul> <p><b>ATLs</b></p> <ul style="list-style-type: none"> <li>Thinking</li> <li>Research</li> </ul> | <b>Key Concepts</b> | <b>Related Concepts</b> | <ul style="list-style-type: none"> <li>form</li> <li>causation</li> <li>responsibility</li> </ul> | <ul style="list-style-type: none"> <li>systems</li> <li>interactions</li> <li>Stewardship</li> </ul> |
|  | <b>Key Concepts</b>  | <b>Related Concepts</b>   |                         |  |   |  |                     |                         |   |   |  |                     |                         |   |   |   |                     |                         |  |   |  |                     |                         |  |  |   |                     |                         |   |  |
|  | <ul style="list-style-type: none"> <li>Perspective</li> <li>Causation</li> <li>Change</li> </ul>   | <ul style="list-style-type: none"> <li>Choices (causation)</li> <li>Influences (perspective)</li> <li>Relationships (change)</li> </ul> |                         |  |   |  |                     |                         |   |   |  |                     |                         |   |   |   |                     |                         |  |   |  |                     |                         |  |  |   |                     |                         |   |  |
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