



Grade 1	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
Transdisciplinary Themes	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and 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.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
	<p>#1 Grade 1,2</p> <p>Central idea: Awareness of our characteristics, abilities and interests informs our learning and development.</p> <p>Key Concepts: form, perspective</p> <p>Related Concepts: identity, similarities and differences,</p> <p>An inquiry into: -Physical, social and emotional characteristics -Similarities and differences between ourselves and others -Personal abilities and interests</p>	<p>#2 Grade 1,2</p> <p>Central idea: The earth's physical geography has an impact on human interactions and settlements</p> <p>Key Concepts: Form, Perspective</p> <p>Related Concepts: Progress, forces (tools), geography</p> <p>An inquiry into: -The variability of physical geography around the world -The relationship between location and settlement -The impact of human interaction on the physical environment</p>	<p>#4</p> <p>Central idea: Celebrations and traditions are expressions of shared beliefs and values</p> <p>Key Concepts: Form, Connection Perspective</p> <p>Related concepts: Beliefs, values, belonging, culture</p> <p>An inquiry into: -Why people celebrate -Features of traditions and celebrations -Symbolic representations of celebrations and traditions -What meanings people assign to celebrations and traditions</p>	<p>#3 Grade 1, 2</p> <p>Central idea: The Earth's natural cycles influence the activity of living things.</p> <p>Key Concepts: causation, change, connection</p> <p>Related Concepts: cycles, interaction, pattern</p> <p>An inquiry into: -Natural cycles (eg. night and day, weather patterns, seasons) -The actions people take in response to Earth's natural cycles -Patterns of behavior of living things related to the Earth's natural cycles</p>	<p>#5</p> <p>Central idea: Many products go through a process of change before they are used.</p> <p>Key Concepts: Change, Connection Responsibility</p> <p>Related Concepts: Components, process, choice</p> <p>An inquiry into: -origins of products -change that products go through -distribution of products</p> <p>*focus on local wool industry</p>	<p>#6</p> <p>Central idea: When interacting with natural habitats, humans make choices that have an impact on other living things.</p> <p>Key Concepts: Form, Causation, Responsibility</p> <p>Related Concepts: Habitats, interdependence, preservation & conservation</p> <p>An inquiry into: -Natural habitats around us -How our actions can affect the survival of living things. -Our responsibility to the environment.</p>

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	<p>#1 Grade 1,2</p> <p>Central idea: Awareness of our characteristics, abilities and interests informs our learning and development.</p> <p>Key Concepts: form, perspective</p> <p>Related Concepts: identity, similarities and differences,</p> <p>An inquiry into: -Physical, social and emotional characteristics -Similarities and differences between ourselves and others -Personal abilities and interests</p>	<p>#2 Grade 1,2</p> <p>Central idea: The earth's physical geography has an impact on human interactions and settlements</p> <p>Key Concepts: function, connection, responsibility</p> <p>Related Concepts: Geography, settlement, modification</p> <p>An inquiry into: -Variability of physical geography around the world - The relationship between location and settlement - the impact of human interaction on the physical environment</p>	<p>#4</p> <p>Central idea: Stories can engage their audience and communicate meaning</p> <p>Key Concepts: form, connection, perspective</p> <p>Related Concepts: communication, characterization, expression</p> <p>An inquiry into: -How to construct an effective story -What stories can convey -How stories are created and shared -Feelings and emotions that stories evoke</p>	<p>#3 Grade 1,2</p> <p>Central idea: The Earth's natural cycles influence the activity of living things.</p> <p>Key Concepts: causation, change, connection</p> <p>Related Concepts: cycles, interaction, pattern</p> <p>An inquiry into: -Natural cycles (eg. night and day, weather patterns, seasons) -The actions people take in response to Earth's natural cycles -Patterns of behavior of living things related to the Earth's natural cycles</p>	<p>#5</p> <p>Central Idea: Cities are organized to meet the needs of the inhabitants.</p> <p>Key Concepts: Form, function connection</p> <p>Related Concepts: Communities, systems, interdependence</p> <p>An inquiry into: -How cities are organized -The different systems that make a city work. -Challenges that cities face</p>	<p>#6</p> <p>Central idea: Living things adapt and change to survive in their environment.</p> <p>Key Concepts: causation, change</p> <p>Related Concepts: adaptation, biodiversity, survival</p> <p>An inquiry into: -Factors that determine diversity of living things -Causes of adaptation -How our behaviors can impact the sustainability of living things</p>

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	<p>#1</p> <p>Central idea: The effective interaction between human body systems contributes to health & survival.</p> <p>Key Concepts: function, connection, responsibility</p> <p>Related Concepts: system, interdependence, health, well-being</p> <p>An inquiry into: - Body system and how they work.(function) - How the body system is connected. (connection) - Impact of lifestyle choices on the human body system.(responsibility) This could include healthy choices as per nurse's suggestion</p>	<p>#4</p> <p>Central idea: Inventions create change and can lead to new possibilities</p> <p>Key Concepts: function, change, causation,</p> <p>Related Concepts: innovation impact</p> <p>An inquiry into: -How and why do people create inventions -Inventions that impact people's lives -Positive and negative impacts of inventions</p>	<p>#3</p> <p>Central idea: Creativity is a tool that allows our imagination to expand and think .</p> <p>*Focus on Theater and Performance</p> <p>Key Concepts: Causation perspective</p> <p>Related Concepts: Transformation,creativity, imagination</p> <p>An inquiry into: - How we show our creativity and imagination. - How our creativity helps us consider different perspectives. - How artists use their natural environment to express themselves.</p>	<p>#6</p> <p>Central idea: People apply their understanding of forces and energy to create practical applications.</p> <p>Key Concepts: Change,Function, Form</p> <p>Related Concepts: Work, forces, mechanics, forms of energy (electricity, heat, kinetic, light, potential, sound)</p> <p>An inquiry into: -The types of forces and their uses</p> <p>-How simple machines function</p> <p>- The Impact of forces around us</p>	<p>#5</p> <p>Central idea: Economic activity relies on systems of production, exchange and consumption of goods and services.</p> <p>Key Concepts: function, connection, responsibility</p> <p>Related Concepts: interdependence, consumerism, inequity, fair trade</p> <p>An inquiry into: -The role of supply and demand -The distribution of goods and services -Our responsibility as consumers</p>	<p>#2. October, Climate Action program Does this UOI fit with the Climate action?</p> <p>Central idea: People can make choices to support the sustainability of the Earth's resources.</p> <p>*focus on water/oceans/rivers/lakes</p> <p>Key Concepts: perspective, responsibility</p> <p>Related Concepts: lifestyle, resources, waste</p> <p>An inquiry into: -Earth's finite and infinite resources -The impact of people's choices on the environment -The balance between meeting human needs and the use of limited resources</p>

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	<p>#3</p> <p>Central idea: People’s cultural background has an impact on their beliefs, values and actions.</p> <p>Key Concepts: form, connection, perspective</p> <p>Related Concepts: interpretation, identity, subjectivity</p> <p>An inquiry into: -What constitutes culture -How people use different experiences to inform their perspectives -The connections between beliefs and values, and the actions taken in response to them</p>	<p>#1</p> <p>Central idea: Human migration is a response to challenge, risks and opportunities.</p> <p>Key Concepts: Causation, change, responsibility</p> <p>Related Concepts: population, settlement, diversity, refugees</p> <p>An inquiry into: -The reasons why people migrate -Migration throughout history -The effects of migration on communities, cultures and individuals</p>	<p>#5</p> <p>Central idea: People can create or manipulate messages to target specific audiences</p> <p>Key Concepts: function,perspective, reflection</p> <p>Related Concepts: media, advertising, propaganda</p> <p>An inquiry into: -How images, text and music are used to influence behavior of target audiences -Critical evaluation of messages presented in the media -How people respond to messages</p>	<p>#2. October, Climate Action program</p> <p>Central idea: Making sustainable choices for energy and fuel consumption requires an understanding of where these resources come from and how their use affects the environment.</p> <p>Key Concepts: form, causation, responsibility</p> <p>Related Concepts: energy, sustainability, resources</p> <p>An inquiry into -The sources of energy and fuel -How energy is converted for use -Sustainable use of energy and fuel</p>	<p>#6</p> <p>Central idea: Government systems influence the lives of their citizens</p> <p>Key Concepts: form, function, connection</p> <p>Related Concepts: governance, systems, citizenship, rights</p> <p>An inquiry into: -The different types of government systems -The role and responsibilities of governments -How governments function and interact with each other -How citizens can monitor and influence the actions of their government</p>	<p>#4 Grades 4, 5</p> <p>Gr 6 begin PYPX running concurrently</p> <p>Central idea: Children worldwide encounter a range of challenges, risks and opportunities</p> <p>Key Concepts: form, perspective</p> <p>Related Concepts: equality, rights, resilience, health & safety</p> <p>An inquiry into: -Challenges, risks and opportunities that children encounter (locally and globally) -How children respond to challenges, risks and opportunities -Ways in which individuals and organizations work to protect children from risk* * UN Declaration of the Rights of a Child (1948)</p>
Gr 6 PYP Exhibition	PYP Exhibition will run concurrently with Unit of Inquiry #4 for Gr 4, 5 under the transdisciplinary theme of Sharing the Planet.			<p>Central Idea: We can make a difference. (draft idea) (Students will choose a topic they want to inquire into and take action. Key Concepts: will be chosen by each student</p> <p>Lines of Inquiry: will be written by each student to align with the key concepts and their topic</p>		

