

NIS Program of Inquiry



School Year 1920

	Who We Are	Where we are in Place & Time	How we Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Themes	<ul style="list-style-type: none"> The nature of self (G4) Beliefs and values (G5) Personal, physical, mental social and spiritual health (G1, G2, G5) Human relationships including families, friends, communities and cultures (Prekk1, K2, G2) Rights and responsibilities (Prekk1) What it means to be human 	<ul style="list-style-type: none"> Orientation into place and time (G1) Personal histories (G5) Homes and journeys (G2) The discoveries, explorations and migrations of humankind (K2) The relationship between and interconnectedness of individuals and civilizations, from local and global perspectives. (G3) 	<ul style="list-style-type: none"> The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values. (Prekk1, G1, G5, G2) The ways in which we reflect on, extend and enjoy our creativity (K2, G4) Our appreciation of the aesthetic (Prekk1, G3) 	<ul style="list-style-type: none"> The natural world and its laws (G5) The interaction between the natural world (Physical and Biological) and human societies (G4) How humans use their understanding of scientific principles (G1, G3) The impact of scientific and technological advances on society and the environment (Prekk1, G2) 	<ul style="list-style-type: none"> The interconnectedness of human made systems and communities (G3) The structure and function of organizations (G4) Societal decision making (G1, G5) Economic activities and their impact on humankind and the environment (G2) 	<ul style="list-style-type: none"> Rights and responsibilities in the struggle to share finite resources with other people and other living things (Prekk1, K2, G1, G2, G4, G5) Communities and the relationships within and between them (G3,) Access to equal opportunities Peace and conflict resolution
PreKK1	<p>Central Idea: What we do matters to others.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How we behave towards others (perspective) Appropriate behavior in a variety of settings (connection) The impact of our behaviour on others (responsibility) <p>LEARNER PROFILE LINKS: COMMUNICATOR, OPEN-MINDED, CARING</p>		<p>Central Idea: We can communicate our emotions through the arts.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Different art forms (perspective) Sharing our emotions through the arts (function) <p>LEARNER PROFILE LINKS: COMMUNICATOR, OPEN-MINDED, RISK-TAKER, REFLECTIVE</p>	<p>Central Idea: The things we use come from somewhere else.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The process of how and why things change (causation, change) The form of materials changes according to the intended use (form) How we get resources (connection) <p>LEARNER PROFILE LINKS: INQUIRER, KNOWLEDGEABLE, THINKER</p>		<p>Central Idea: Minibeasts have certain requirements to survive.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Our needs and the needs of minibeasts (connection) Our responsibility for the well-being of minibeasts (responsibility) How living things change as they grow (change) <p>LEARNER PROFILE LINKS: THINKER, PRINCIPLED, CARING</p>
K2	<p>Central Idea: Homes reflect cultural influences within communities.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How homes reflect culture (Form, Perspective) Why we need communities (Connection) Characteristics of homes within our communities (Form) <p>LEARNER PROFILE LINKS: INQUIRER, THINKER, COMMUNICATOR, OPEN-MINDED</p>	<p>Central Idea: Journeys create change and can lead to new experiences.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How and why people take journeys (Causation) Discoveries made during and after journeys (Change) <p>LEARNER PROFILE LINKS: INQUIRER, THINKER, COMMUNICATORS, OPEN-MINDED, REFLECTIVE</p>	<p>Central Idea: Literature can entertain, educate and ignite the imagination.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Ways that stories are told and shared (Function) How stories help us to learn (Connection) How stories can influence our actions and feelings (Perspective) <p>LEARNER PROFILE LINKS: THINKER, COMMUNICATOR</p>			<p>Central Idea: Living things have unique characteristics and play an important role in our lives.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Characteristics of both plants and animals (Form) Various uses of plants and animals (Connection) Human impact on animal habitats (Responsibility) <p>LEARNER PROFILE LINKS: INQUIRERS, CARING, REFLECTIVE</p>

Themes	Who We Are	Where we are in Place & Time	How we Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Grade 1	<p>Central Idea: The choices people make effect their health and well-being.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The role of hygiene and safety habits in maintaining health (Causation) Maintaining a balanced life style (Form) Personal responsibility for mindful choices (Responsibility) <p>LEARNER PROFILE LINKS: KNOWLEDGEABLE, OPEN-MINDED, BALANCED, REFLECTIVE</p>	<p>Central Idea: People use maps and globes to explore the world around them.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Types of maps and their characteristics (Form) Using maps and other tools to help us navigate (Function) Navigating through countries around the world (Connection) <p>LEARNER PROFILE LINKS: INQUIRER, KNOWLEDGEABLE</p>	<p>Central Idea: We express our ideas through stories in different ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Stories can be expressed using different mediums (Change) How to engage an audience during storytelling (Connection) A storytellers (word) choices are purposeful (Connection, Perspective, Change) <p>LEARNER PROFILE LINKS: INQUIRERS, COMMUNICATORS, CARING</p>	<p>Central Idea: The characteristics of matter determine their use.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> States of matter (Form) How does matter change (Change) Reversible and irreversible changes (Causation) <p>LEARNER PROFILE LINKS: INQUIRER, THINKERS, COMMUNICATORS</p>	<p>Central Idea: Responsible decision making is considering the well-being of self and others.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Behaviors and decisions have consequences (Function, Responsibility) What we think about when we make decisions (Perspective) <p>LEARNER PROFILE LINKS: THINKER, CARING, REFLECTIVE</p>	<p>Central Idea: Water is an essential resource which we share with the planet.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The water cycle (Function) Conservation, usage, and pollution of water (Connection) Responsibility regarding water (Responsibility) <p>LEARNER PROFILE LINKS: PRINCIPLED, CARING, REFLECTIVE</p>
Grade 2	<p>Central Idea: Our choices affect our interactions with others.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Behaviour choices have consequences which impact others. (Connection) Thinking about how others might feel develops empathy. (Perspective) Reflection can help me make informed and appropriate choices. (Reflection) <p>LEARNER PROFILE LINKS: PRINCIPLED, CARING</p>	<p>Central Idea: Communities interact with their natural environment.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Earth's natural features (Form/Function) Ways communities adapt to the environment (Causation) <p>LEARNER PROFILE LINKS: THINKERS, KNOWLEDGEABLE</p>	<p>Central Idea: Communities express their culture.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Cultural markers (Form) How communities are similar or different (Connection) How communities share their stories (Perspective) <p>LEARNER PROFILE LINKS: COMMUNICATORS, OPEN-MINDED</p>	<p>Central Idea: The design of a structure is based on its purpose.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Using scientific and technological knowledge to design structures (Causation) Materials and shapes have properties that can be used to serve the structure's purpose. (Function) Structures are made up of shapes, materials. (Form) <p>LEARNER PROFILE LINKS: INQUIRER, THINKER, KNOWLEDGEABLE</p>	<p>Central Idea: Communities are organized around economic activities.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Features of economic activities within our community (Form) Ways that products and services are exchanged (Function, Connection) <p>LEARNER PROFILE LINKS: PRINCIPLED, CARING, RISK-TAKERS</p>	<p>Central Idea: Human activities affect living things.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> All living things are dependent on other living things. (Connection) Human actions have consequences. (Causation) We can help or harm living things (Responsibility) <p>LEARNER PROFILE LINKS: CARING, BALANCED, REFLECTIVE</p>
Grade 3	<p>Central Idea: We need to care for our body systems to be healthy.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What it means to be healthy (Form) How the systems of our body work (Function) How the body systems connected (Connection) Making healthy choices (Responsibility) <p>LEARNER PROFILE LINKS: BALANCED, KNOWLEDGEABLE</p>	<p>Central Idea: Objects and ideas change over time.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Purposes of historical artifacts (Function) Artifacts change over time (Change) The contributions ancient civilizations have made to modern day culture (Connection) <p>LEARNER PROFILE LINKS: INQUIRERS, KNOWLEDGEABLE, COMMUNICATORS</p>	<p>Central Idea: A work of art may be the product of complex processes.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The elements of artistic expression (Form) People respond to art (Perspective) Factors that influence an artists work <p>LEARNER PROFILE LINKS: COMMUNICATORS, OPEN-MINDED</p>	<p>Central Idea: Humans make machines to make lives easier.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How forces work (the laws of force and motion) (Causation) Simple machines (Function) How data informs our designs (Change) <p>LEARNER PROFILE LINKS: KNOWLEDGEABLE, INQUIRERS, THINKER</p>	<p>Central idea: Communities plan and establish systems in order to meet people's needs.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> A city's systems and services (function) The needs and wants of people (perspective) Local governance (responsibility) <p>LEARNER PROFILE LINKS: BALANCED</p>	<p>Central Idea: We can develop our strengths to improve our community.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Your own character (Form) Roles and responsibilities within our own community (Responsibility) People who have influenced their communities (Causation) <p>LEARNER PROFILE LINKS: PRINCIPLED, CARING, BALANCE, REFLECTIVE</p>

Themes	Who We Are	Where we are in Place & Time	How we Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
--------	------------	------------------------------	--------------------------	---------------------	---------------------------	--------------------

<p>Grade 4</p>	<p>Central Idea: Strengthening attitudes and skills is an ongoing conscious process.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Our skills and attitudes (Form) • Developing a growth mindset (Causation) • Effective goal setting (Responsibility) <p>LEARNER PROFILE LINKS: RISK TAKER, REFLECTIVE, BALANCED</p>	<p>Central Idea: Migration contributes to change.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Why people migrate (Causation) • The impacts of migration (Change) • People have different perspectives (Perspective) <p>LEARNER PROFILE LINKS: OPEN-MINDED, COMMUNICATOR</p>	<p>Central Idea: Voice and choice empower self-directed learning.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How we discover our interests (Form) • The skills and attitudes we need to learn (Responsibility) • How we can take action with our self-directed learning (Connection) <p>LEARNER PROFILE LINKS: PRINCIPLED, THINKER, REFLECTIVE</p>	<p>Central Idea: Earth's natural changes can have devastating effects.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The causes of natural disasters (causation) • The impact of natural disasters (change) • How science and technology are used to predict, prepare and respond to natural disasters (function) <p>LEARNER PROFILE LINKS: INQUIRER, KNOWLEDGEABLE</p>	<p>Central Idea: Organizations make decisions that affect people and the environment.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • What are organisations (Form) • Why organisations exists (Function) • How organisations affect positive change (Causation) • The action of others inspires us (Connection/Responsibility) <p>LEARNING PROFILE: COMMUNICATOR, CARING</p>	<p>Central Idea: Using natural resources has an impact on our community and environment.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Natural resources (Form) • How we use resources (Function) • The impact of using resources on the community and the environment (Connection) <p>LEARNER PROFILE LINKS: INQUIRERS, CARING, REFLECTIVE</p>
<p>Grade 5</p>	<p>Central Idea: During puberty there are changes that affect us physically and emotionally.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The physical changes that occur during puberty (Form/Function/Change) • The emotional changes that may occur as a result of these physical change (Form/Function/Change) • Ways of managing these changes (Form) <p>LEARNER PROFILE LINKS: INQUIRER, OPEN-MINDED</p>	<p>Central Idea: Our understanding of the past is shaped by different of sources.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How we know about the past (Form) • The connection between personal histories and world events (Connection) <p>LEARNER PROFILE LINKS: INQUIRERS, COMMUNICATORS</p>	<p>Central Idea: Behaviour is influenced by beliefs.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Where our beliefs and values come from (Connection, Perspective) • How people express their beliefs/values through their actions (Causation, Perspective) <p>LEARNER PROFILE LINKS: OPEN-MINDED, BALANCED</p>	<p>Central Idea: Scientists use the scientific method to justify claims about how things work.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How the scientific method is used to test a hypothesis and ask further questions (Form, Function) • How variables are controlled when conducting a fair test (Form, Function) <p>LEARNER PROFILE LINKS: INQUIRERS, THINKERS, REFLECTIVE</p>	<p>Central Idea: Collaboration builds strong teams.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The ways we can structure teams (Function) • The connection between personal behaviour and the well-being of a team (Connection) • Personal responsibilities towards building and maintaining effective teams (Responsibility) <p>LEARNER PROFILE LINKS: PRINCIPLED, OPEN-MINDED</p>	<p>Exhibition</p>