



# Programme of Inquiry

Last updated Nov. 5, 2018



	<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>
<b>Notre Dame Lower Division: - DESCRIPTORS</b>	<p>1.) An inquiry into the nature of the self, <b>JK-3, JK-4, 3</b></p> <p>2.) Beliefs and values, <b>4<sup>th</sup>, Spanish</b></p> <p>3.) Personal, physical, mental, social and spiritual health; <b>1<sup>st</sup> and P.E.</b></p> <p>4.) Human relationships including families, friends, communities, and cultures; <b>2<sup>nd</sup>, 3<sup>rd</sup>, and Spanish</b></p> <p>5.) Rights and responsibilities; <b>5<sup>th</sup></b></p> <p>6.) What it means to be human <b>K, Spanish</b></p>	<p>1.) An inquiry into orientation in place and time; <b>2<sup>nd</sup></b></p> <p>2.) Personal histories; <b>K, 1<sup>st</sup></b></p> <p>3.) Homes and journeys; <b>K, 4<sup>th</sup></b></p> <p>4.) The discoveries, explorations and migrations of humankind; <b>5<sup>th</sup></b></p> <p>5.) The relationships between and the interconnectedness of individuals and civilization, form local and global perspectives. <b>1<sup>st</sup>, 3<sup>rd</sup>, and Library,</b></p>	<p>1.) An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; <b>JK-3, JK-4 K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, Art, Music, and Library</b></p> <p>2.) The ways in which we reflect on, extend and enjoy our creativity; <b>3<sup>rd</sup>, Art and Music</b></p> <p>3.) Our appreciation of the aesthetics <b>Art and Music</b></p>	<p>1.) An inquiry into the natural world and it's laws; <b>JK-3, 1<sup>st</sup></b></p> <p>2.) The interaction between the natural world (physical and biological) and human societies; <b>JK-4</b></p> <p>3.) How humans use their understanding of scientific principles; <b>K, 2<sup>nd</sup>, 3<sup>rd</sup> and 5<sup>th</sup></b></p> <p>4.) The impact on scientific and technological advances on society and on the environment. <b>4<sup>th</sup> and computers</b></p>	<p>1.) An inquiry into the interconnectedness of human-made systems and communities; <b>1<sup>st</sup></b></p> <p>2.) The structure and function of organizations; <b>JK-3, K and 2<sup>nd</sup></b></p> <p>3.) Societal decision-making; <b>5<sup>th</sup></b></p> <p>4.) Economic activities and their impact on humankind and the environment. <b>3<sup>rd</sup> and 4<sup>th</sup></b></p>	<p>1.) An inquiry into rights and responsibilities in the struggle to share finite resources with other living things; <b>1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup></b></p> <p>2.) Communities and the relationship within and between them; <b>JK-4, K, and 3<sup>rd</sup></b></p> <p>3.) Access to equal opportunities; <b>5<sup>th</sup>, 4<sup>th</sup></b></p> <p>4.) Peace and conflict resolution <b>5<sup>th</sup></b></p>

# Programme of Inquiry

Last updated September 26, 2019

## Junior Kindergarten 3 year olds

Trans. 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
<b>Descriptor</b>	An inquiry into the nature of the self		An inquiry into the ways in which we discover and express ideas.	An inquiry into the natural world and its laws	An inquiry into the structure and function of societies	
<b>Central Idea</b>	Play is used to express our feelings and ideas to come to new understandings		Stories and nursery rhymes are created to express the human experience	Physical features determine means of survival	The structure and function of the classroom provides opportunity for unity and safety	
<b>Concepts</b>	Responsibilities Perspective Reflection		Form Connection Function	Function Form Change	Causation Function Perspective	
<b>Related Concepts</b>	Relationships, communication consequences teamwork		Similarities Differences Values	Information Properties Comparison Consequences	Behavior Roles Growth	
<b>Lines of Inquiry</b>	Roles and responsibilities are discovered during play (Responsibility)  Play develops relationship and creates a sense of identity (Perspective)  Play helps express emotion and problem solve (Reflection)		People choose different forms of media to express their creativity (form)  Hearing stories provides an appreciation of similarities and differences between all humans' experience. (connection)  Storytellers play a role in the development of cultural traditions (Function)	Animal characteristics help them to live in their environment (Function)  Animals can be classified by characteristics (Form)  Changes in the environment can impact animal populations (Change)	What it means to be safe (Causation)  Procedures that keep us safe (Function)  Adults within the school that are responsible for our safety (Perspective)	
<b>Learner Profile</b>	Reflective Caring Open-Minded		Communicator Risk-Taker	Inquirer Thinker Knowledgeable	Principled Balanced	
<b>Attitudes</b>	Empathy, Tolerance, Integrity, and Cooperation		Appreciation, Creativity, and Confidence	Curiosity Commitment Enthusiasm	Respect Independence	
<b>Phase</b>	Phases 2 and 3 <b>RESEARCH UNIT</b>		Phase 4	Phase 5 and 6	Phase 1	

# Programme of Inquiry

Last updated September 26, 2019

## Junior Kindergarten 4 year olds



<b>Trans. Theme</b>	<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>
<b>Descriptor</b>	An inquiry into the nature of self.		An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values.	An inquiry into the interaction between the natural world (physical and biological) and human societies.		An inquiry into communities and the relationship within and between them.
<b>Central Idea</b>	Exploring similarities and differences help form new perspectives of who we are.		Play is a way to express and explore ideas, feelings and emotions	The Earth's natural cycles influence the activity of living things		Animals exist in environments all around us.
<b>Concepts</b>	Perspective Function Form		Causation Function Connection	Connection Change Causation		Connection Form Function
<b>Related Concepts</b>	Similarities, differences, pattern, behavior, role, communication, truth, and beliefs		Behavior, communication, role, consequences, sequence, rights, citizenship and values	Growth Patterns Cycles Behavior impact		Differences Roles Relationships
<b>Lines of Inquiry</b>	Families come in different shapes and sizes (Form)  *Habits and routines impact health(Function)  *Differences make each person unique (Perspective)		Opportunities allow for creative expression and imagination through play. (Causation)  Play impacts the development of fine motor skills and gross motor skills. (Connection)  Social and emotional well-being may occur through play. (Function)	Impacts of Earth's natural cycles (causation)  Patterns of behavior in living things related to Earth's seasons (connection)  Actions people take in response to Earth's natural cycles (Change)		Kinds of animals around us (Form)  Animals adapt to the environments they live in (Function)  Reasons why animals live where they live (Connection)
<b>Learner Profile</b>	Inquirer, Knowledgeable, and Thinker		Communicator, Caring Risk-taker	Balanced Open-Minded		Principled Reflective Risk-Taker
<b>Attitudes</b>	Respect, Cooperation, and Creativity		Independence Empathy confidence	Curiosity Enthusiasm		Appreciation Commitment

				Integrity Tolerance		
<b>Phase</b>	Phases 3 <b>RESEARCH UNIT</b>		Phase 1 and 2	Phase 6		Phases 4-5



## Programme of Inquiry

Last updated Oct. 25, 2018

# Kindergarten



<b>Trans. Theme</b>	<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>
<b>Descriptor</b>	An inquiry into what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values.	An inquiry into how humans use their understanding of scientific principles.	An inquiry into the structure and function of organizations.	An inquiry into communities and relationship within and between them.
<b>Central Idea</b>	Awareness of self drives choices	The influence of our past helps shape our lives in the present.	Symbols express cultural diversity within the global community.	Observations provide insight to scientific discovery	The structure of a community is organized to help us live and work cooperatively.	All living things affect the environment.
<b>Concepts</b>	Connection Causation Perspective	Function Perspective Change	Form Function Connection	Reflection Connection Perspective	Reflection Function Responsibility	Change Form Responsibility
<b>Related Concepts</b>	Difference Patterns Behavior	Similarities, Relationships Values	Culture Values Beliefs	Discovery Impact Patterns	Structure, systems, interdependence, and citizenship	Structure, Transformation Values
<b>Lines of Inquiry</b>	Appreciation of self. (Perspective)  Using the five senses to interpret the world around us. (causation)  The uniqueness of one's body (Connection)	Personal histories impact the present and future (Function)  Learning about others history can increase open mindedness (Responsibility)  Communities change over time (Change)	How symbols are formed (Form)  How visual language facilitates communication. (Function)  Significance of national, state and local symbols (Connection)	The role of curiosity in scientific investigation. (Reflection)  Multiple perspectives can provide more possibilities of discovery (Perspective)  Observations lead to new discoveries and new questions (Connection)	The function of a community. (Function)  Understanding the importance of having rules and roles. (Reflection))  Interaction of members to meet community goals. (Responsibility)	Defining living and non-living things (Form)  Ways living things change the environment (Change)  Our responsibility for the Earth (Responsibility)
<b>Learner Profile</b>	Balanced Knowledgeable Risk-Taker	Caring Open-Minded Communicator	Communicator Reflective Principled	Inquirer Risk Taker Thinker	Knowledgeable Principled Reflective	Principled Reflective Balanced
<b>Attitudes</b>	Confidence	Empathy	Confidence	Cooperation	Respect	Appreciation

	Appreciation	Tolerance	Creativity		Cooperation Enthusiasm	Commitment Independence Integrity
<b>Phase</b>	Phase 2	Phase 4 <b>RESEARCH UNIT</b>	Phase 3	Phase 6	Phase 1	Phase 5



# Programme of Inquiry

Last updated August 30, 2018

## First Grade



<b>Trans. Theme</b>	<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>
<b>Descriptor</b>	An inquiry into personal, physical, mental, social, and spiritual health.	The relationships between and the interconnectedness of individuals and civilization, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values.	An inquiry into the natural world and its laws.	An inquiry into the interconnectedness of human-made systems and communities.	An inquiry into rights and responsibilities in the struggle to share finite resources with other living things.
<b>Central Idea</b>	Choices we make affect the well-being our bodies.	People and historical events have impacted our quality of life.	C.I. People around the world express themselves through customs, traditions, and celebrations.	Systematic processes aid scientists in forming questions that promote inquiry and knowledge.	Our world is comprised of diverse communities.	The interconnectedness of plants and animals that inhabit our world.
<b>Concepts</b>	Causation Function Responsibility	Change Perspective Reflection	Connection Form Perspective	Connection Form Function	Form Function Connection	Change Form function
<b>Related Concepts</b>	Behavior Impact values	Growth, Sequence, Transformation, Subjectivity, Beliefs, Review, Evidence and Behavior	Structure, relationships, networks, opinion, interdependence, subjectivity and prejudice	Properties, structure, similarities, differences, pattern, communication, role, systems, and relationships	Properties, structure, similarities, differences, behavior, role, systems, adaptation, growth, and cycles.	Behavior Roles Systems transformation
<b>Lines of Inquiry</b>	Ways diet and exercise affect our bodies. (Causation)  *Ways we keep our body healthy (Function)  *Balanced Meals ( <i>My Plate</i> ) (Responsibility)	People and events from the past and present (Reflection)  Family changes over time (change)  Ways historical people and events have impacted our lives (Perspective)	Different types of celebrations—personal, cultural, national, and international (form)  Similarities and differences between celebrations (connection)  Reasons for celebrations. (perspective)	The impact of scientific discovery. (Function)  *The process of formulating questions to direct inquiry (Form)  Understanding the components of system. (Connection)	Types of Communities ( <i>Form</i> )  Locations and maps of different communities ( <i>Connection</i> )  Role of Community Workers ( <i>Function</i> )	Similarities and differences between plants and animals-(Function)  Classification of plants and animals-(Form)  The life cycle of plants and animals-(Change)
<b>Learner Profile</b>	Balanced Caring	Open-Minded Reflective	Communicator Open-Minded Risk-Taker	Inquirer Knowledgeable Thinker	Inquirer Communication Principled	Caring Principled

<b>Attitudes</b>	Commitment Confidence Respect	Empathy Independence	Creativity Enthusiasm Tolerance	Cooperation Curiosity	Appreciation Curiosity	Appreciation Empathy Integrity
<b>Phase</b>	Phase 4	Phase 2	Phase 3	Phase 5	Phase 1	Phase 6 <b>RESEARCH UNIT</b>



## Programme of Inquiry

Last updated August 21, 2019

# Second Grade



<b>Trans. Theme</b>	<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>
<b>Descriptor</b>	An inquiry into human relationships including families, friends, communities, and cultures.	An inquiry into orientation in place and time.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values.	An inquiry into how humans use their understanding of scientific principles.	<i>Descriptor:</i> An inquiry into the structure and function of organizations.	An inquiry into rights and responsibilities in the struggle to share finite resources with other living things.
<b>Central Idea</b>	C.I. The larger community meets basic human needs	C.I. People are affected by choices, attitudes, and history	C.I. Human inspiration can produce an environment of creativity and collaboration.	C.I. Properties and attributes of matter affect how materials are used.	C.I. The Earth's surface is shaped by human interaction and natural features.	C.I. Living things interact and adapt within their habitats.
<b>Concepts</b>	Causation, Form, and Connection	Reflection Perspective Causation	Connection Responsibility Change	Connection Change Form	Responsibilities, Perspective, and Form	Function, causation, and connection
<b>Related Concepts</b>	Relationships Structure Initiative	Behavior Consequences Impact Growth	Properties Pattern Beliefs	Properties Impact Geology interaction	Systems Consequences interpretation	Behavior, systems, consequences, impact, adaptation, growth, cycles, and interdependence
<b>Lines of Inquiry</b>	Reasons people live in a community-(Causation)  Common characteristics of a community (form)	Choices influence our lives (Causation)  Attitudes influence our choices (Perspective)	Combining learned skills with creative thoughts can impact the world both locally and on a global scale. (Connection)	The properties and Characteristics of matter (Form)  Energy Changes Matter (Change)	The impacts of human interaction on the environment and community. (Responsibility)	Characteristics of living things determines the community it thrives in Causation)

	Similarities and differences between many communities (Connection)	A Community changes and responds to its members over time (Change)	Civic responsibilities of citizens within a community. (Responsibility)  Problem Solving issues through collaboration. (Change)	Interrelationship of matter and human societies. (Connection)	Maps show the spatial organization of communities (Perspective)  The Earth is made from landforms and bodies of water (Form)	Diversity enhances a community (Connection)  Economic factors influence communities (Function)
<b>Learner Profile</b>	Inquirer Open-minded Principled Reflective	Balanced Reflective Risk Taker	Communicator Reflective Knowledgeable	Knowledgeable Reflective Thinker	Communicator, Principled, and Balanced	Caring Inquirer Reflective
<b>Phase</b>	Phase 1	Phase 5	Phase 6	Phase 3	Phase 2 <b>RESEARCH</b>	Phase 4



## Programme of Inquiry

Last updated Nov. 5, 2018

### Third Grade



<b>Trans. Theme</b>	<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>
<b>Descriptor</b>	An inquiry into the nature of the self; human relationships including families, friends, communities, and cultures; rights and responsibilities.	An inquiry the relationships and the interconnectedness of individuals from local and global perspectives	An inquiry into the ways in which we discover and express ideas, feelings, culture, beliefs and values; the ways we in which we reflect on, extend and enjoy our creativity.	An inquiry into the natural world and its laws : the interaction between the natural world and human use their understanding of scientific principles	An inquiry into the interconnectedness of human made systems that include economic activities and their impact on humankind and the environment.	An inquiry into communities and the relationships within and between them
<b>Central Idea</b>	Humans adapt to survive in changing environments	Exploring the past can lead to new understandings about the development of cultures and the relationships within them	Human Innovation affects the world	Forces that cause motion and change can impact society and the environment.	Organizational structures establish and maintain order in communities	Environments are affected by geographical features.
<b>Concepts</b>	Change Perspective, Responsibility	Causation Form Reflection	Form Function Connections	Causation Change Form	Form Connection and Responsibility	Reflection Change Connection
<b>Related Concepts</b>	Behavior, Impact, Transformation, Interpretation	Relationships, discovery, culture, history	Transformation, Invention, Technology, Progress, Discovery	Force, energy, movement, interaction	Organization, ecosystem, structure, collaboration, work, interaction	Impact, cycles, predictions, geography, community, survival
<b>Lines of Inquiry</b>	Changes in environments transform life. (Change)	Impacts of relationships (Reflection)	How Advances in technology impact the economy	How Movement drives change (Change)	Purpose of organized systems (Responsibility)	Natural events cause change (Change)



	Problems can be solved by taking action. (Responsibility)  Global Conditions and cultures impact how humans live (Perspective)	Development of Cultures (Form)  Historical events and discoveries contribute to the present (Causation)	(Connection)  Design and ingenuity of simple machines. (Form)  How simple machines make work easier. (Function)	Forms of energy. (Form)  How Forces affect motion and position (Causation)	*How systems are structured (Form) *How relationships and organizational structures impact a society (Connection)	*Tools help to make predictions (Connection)  *Patterns determine cycles (Reflection)
<b>Learner Profile</b>	Open-minded Communicator Balanced	Open-minded Reflective Risk-Taker	Thinker Inquirer Balanced	Inquirer Knowledgeable Thinker	Balanced, Caring, Principled	Inquirer, Knowledgeable and Reflective
<b>Attitudes</b>	Tolerance Respect Empathy	Appreciation Independence Creativity	Commitment Creativity Confidence	Cooperation Independence Enthusiasm	Tolerance, Respect, and Empathy	Confidence Empathy Independence
<b>Phase</b>	Phase 4	Phase 1	Phase 3	Phase 2	Phase 5	Phase 6 <b>RESEARCH</b>



## Programme of Inquiry

Last updated August 30, 2018

### Fourth Grade



<b>Trans. Theme</b>	<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>
<b>Descriptor</b>	An inquiry into beliefs and values.	An inquiry into homes and journeys.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values.	An inquiry into the impact on scientific and technological advances on society and on the environment.	An Interconnectedness of human made systems and communities. Economic activities and the impact on human kind and the environment	An inquiry into rights and responsibilities in the struggle to share finite resources with other living things.
<b>Central Idea</b>	Internal and external influences impact who we are.	Human migration and exploration may cause challenges, risks, discoveries, and opportunities.	Creative expression provides ways to communicate ideas, information and emotions.	The makeup of a structure will impact how it works within a system.	A community is impacted by human made systems.	Development of resources impact our world
<b>Concepts</b>	Causation Connection Form	Causation Change Connection	Reflection Form Perspective	Responsibility Connection Function	Causation Reflection Responsibility	Causation Reflection Responsibility
<b>Related Concepts</b>	Pattern Impact Networks	Consequences, impact, growth, transformation, and relationships	Similarities, differences, pattern, truth, opinion, interpretation, evidence and responsibility	Patterns Systems Transformation	Consequences Initiative Evidence	Consequences, impact, adaptation, cycles, relationships and systems
<b>Lines of Inquiry</b>	Characteristics of leaders-Form)  Beliefs and values impact citizenship-Causation	Effects of migration on communities, cultures, and individuals-(Change)  Ways migration, exploration,	Forms of expression (Form)  Interpretation of expressions through the Arts. (Perspective)	Each part of a structure has a purpose. (Function)  The framework of a	Economics play a role within a community. (Causation) *Supply and demand influences choice	Comparison of renewable and non-renewable resources (Reflection)



	Connection of learner profile attributes to role models- (Connection)	and discovery are connected- (Connection)  Causes of migration- (Causation)	Similarities and Differences of global expressions (Causation)	structure affects the entire system. (Responsibility)  Components of a structure work together for an intended result. (Connection)	(Reflection) *People within a community develop different roles as a result of economic systems (Responsibility)	Limited resources affect Communities (Causation)  Conservation of resources (Responsibility)
<b>Learner Profile</b>	Knowledgeable, Inquirer, and Communicator	Inquirer Reflective Thinker	Reflective Thinker Open-Minded	Principled, Balance, and Open-minded	Communicator Reflective Risk-Taker	Caring, Inquirer Principled
<b>Attitudes</b>	Appreciation Integrity	Curiosity	Creativity Tolerance	Cooperation, integrity, and Appreciation	Confidence Cooperation Enthusiasm	Empathy, Commitment Respect
<b>Phase</b>	Phase 6 RESEARCH	Phase 2	Phase 1	Phase 5	Phase 4	Phase 3



## Programme of Inquiry

Last updated Nov. 7, 2018

### Fifth Grade



<b>Trans. Theme</b>	<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>
<b>Descriptor</b>	An inquiry into rights and responsibilities	An inquiry into the discoveries, explorations, and migrations of humankind.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values.	An inquiry into how humans use their understanding of scientific principles.	An inquiry into societal decision making.	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 the environment.
<b>Central Idea</b>	Right and responsibilities within a system impacts growth	Discoveries and explorations impact our lives now and into the future.	C.I. Choices influence the development of our surroundings	The natural world is a series of interconnected systems.	All actions result in a reaction.	Conflicts within in an environment impact its surroundings
<b>Concepts</b>	Change Connection Function	Causation Connection Reflection	Function Change Responsibility	Connection Form Reflection	Causation Connection Function	Causation Perspective Responsibility
<b>Related Concepts</b>	Growth Behavior Interdependence	Impact Relationships Evidence	Consequences Interpretation	Structure, systems and interaction	Systems Consequences	Consequences, systems and initiative
<b>Lines of</b>	Impacts of choices (Connection)	Challenges of discoveries and explorations (reflection)	Ways surroundings are influenced (Function)	Types of systems (Form)	Cause and effect of decision making	Causes of conflict (Causation)

<b>Inquiry</b>	Function of various systems (Function)  Stages of growth (Change)	Reasons for exploration (causation)  Impacts of Discoveries and explorations (connection)	*Responding to changes in surroundings (Change)  Importance of communication within your surroundings (Responsibility)	Interaction of systems (Connection)  Impacts of systems (Reflection)	(Causation)  Human relationships with the environment (Connection)  The structure of organizations (Function)	Working and living to share the earth (Perspective)  Strategies for resolution conflict (Responsibilities)
<b>Learner Profile</b>	Balanced Principled Reflection	Inquirer Risk Taker Thinker	Open-minded Reflective, Thinker	Inquirer Open-minded Knowledgeable	Reflective Thinker Communicator	Communicator Risk-Taker Caring
<b>Attitudes</b>	Commitment Enthusiasm Responsibility	Appreciation Empathy Curiosity	Consequences Interpretation	Appreciation Empathy Curiosity	Cooperation Empathy Respect Tolerance	Cooperation Empathy Integrity Respect
<b>Phase</b>	Phase 5	<b>Phase 1</b>	Phase 4	Phase 6	Phase 2	Phase 3