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| | <p>Who We Are 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.</p> | <p>Where We Are in Place and Time 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.</p> | <p>How We Express Ourselves 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.</p> | <p>How the World Works 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.</p> | <p>How We Organise Ourselves 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.</p> | <p>Sharing the Planet 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> |
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| <p>EC 21/22</p> | <p>Central Idea: Learning is a journey that can be documented over time.</p> <p>Key Concepts: Form, Change, Perspective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Play as learning • Learning identities • Representing and reflecting learning | | <p>Central Idea: Materials and resources encourage expression.</p> <p>Key Concepts: Function, Change, Causation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Uses of materials and resources • Methods of expression • Appreciation within the Arts | | <p>Central Idea: Schools work when members fulfill responsibilities.</p> <p>Key Concepts: Form, Function, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Learning spaces • School community • The rules and social conventions | <p>Central Idea: Living things are connected and require care.</p> <p>Key Concepts: Responsibility, Connection, Reflection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How living things are connected • How we care for living things • Types of action we can take |
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| <p>EC 20/21</p> | <p>Central Idea: Responsible and safe choices impact safety and well-being.</p> <p>Key Concepts: Responsibility, Causation, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Looking after ourselves (responsibility) • Choices result in consequences (causation) • People who help to keep us safe and happy (connection) | <p>Central Idea: Exploring places helps make sense of experiences.</p> <p>Key Concepts: Form, Perspective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Key features of the host country and home country (form) • Our feelings about the places we visit (perspective) | <p>Central Idea: Through the Arts, people express ideas, creativity and feelings.</p> <p>Key Concepts: Form, Function, Perspective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Expressing ourselves through music, dance, and visual arts (form) • Different media, styles, and techniques (function) • The ways people respond when experiencing different art forms (perspective) | <p>Central Idea: Thinking and behaving like scientists can help us learn about the natural world.</p> <p>Key Concepts: Form, Change</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How scientists learn about the natural world (form) • How living things grow and change (change) | | |

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| K3 | <p>Central Idea: Understanding identity develops positive relationships.</p> <p>Key Concepts: Form, Perspective, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Personal identity (form) • Appreciating others (perspective) • The value of relationships (connection) | | <p>Central Idea: People explore and communicate ideas using their own styles of expression.</p> <p>Key Concepts: Form, Function, Perspective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Exploring personal ideas (function) • Communicating personal ideas in a variety of ways (form) • Appreciating and responding to others (perspective) | | <p>Central Idea: Each member of a community has responsibilities.</p> <p>Key Concepts: Form, Function, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Systems that help our community function (function) • Connections organised between systems (connection) • Our responsibilities within the community (responsibility) | <p>Central Idea: Underwater environments are important to the lives of creatures and people.</p> <p>Key Concepts: Form, Connection, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Identifying living things under the water (form) • Connections to life under water (connection) • Our responsibility to protect life under water (responsibility) |
| | RO | 1 | 4 | 3 | 2 | |
| G1 | <p>Central Idea: Making balanced choices lead to healthy minds and bodies.</p> <p>Key Concepts: Causation, Change, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Choices affect our well-being (causation) • The ways that we change over time (change) • Making choices that help take care of ourselves and others (responsibility) | <p>Central Idea: The structure of homes reflect culture and local conditions.</p> <p>Key Concepts: Form, Function, Perspective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The structure of homes (form) • The purpose of structure and design features (function) • The ways homes can reflect diversity and identity (perspective) | <p>Central Idea: Artisans express their uniqueness through the arts.</p> <p>Key Concepts: Function, Perspective, Causation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How people express themselves • Use of imagination and creativity to portray feelings/emotion • Appreciation of expression | <p>Central Idea: People apply their understanding of energy in everyday life.</p> <p>Key Concepts: Form, Function, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Different forms of energy (form) • The interaction of different forms of energy (heat, light, sound) (function) • How energy sources are used in everyday life (connection) | <p>Central Idea: Learning about other members of a community helps us to value diversity.</p> <p>Key Concepts: Connection, Form, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The similarities and differences of people within a community (connection) • The ways communities are identified (form) • Our responsibility to be caring and open-minded towards members of all communities (responsibility) | <p>Central Idea: Living things are connected and depend on each other for survival.</p> <p>Key Concepts: Form, Connection, Causation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The characteristics of living and non-living things (form) • Ecosystems are interdependent (connection) • The survival of living things is impacted by humans (causation) |
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| G2 | <p>Central Idea: Relationships enhance our lives and need nurturing.</p> <p>Key Concepts: Perspective, Responsibility, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Considering others' points of view (perspective) Managing relationships (responsibility) Positive and negative actions affect relationships (connection) | <p>Central Idea: The interpretation of artifacts helps us understand people's histories.</p> <p>Key Concepts: Form, Perspective, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Artifacts from past civilizations (form) The different ways people interpret and analyze artifacts (perspective) The use of evidence to learn about the history of people (connection) | <p>Central Idea: The values of different cultures are expressed through their traditions.</p> <p>Key Concepts: Connection, Perspective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Experiences that shape our cultural identity (perspective) The origins of traditions (connection) How traditions are connected to past and present day practices (connection) | <p>Central Idea: The discovery of the solar system has impacted our understanding of life on Earth.</p> <p>Key Concepts: Form, Causation, Change</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Earth's position in the solar system (form) Natural phenomena caused by Earth's position (causation) Applying knowledge of space exploration to our everyday lives (past and present) (change) | <p>Central Idea: Communication systems connect people and communities.</p> <p>Key Concepts: Function, Connection, Change</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Different communication systems The reason for communication systems The way technology affects the way we communicate The ways communication affects communities | <p>Central Idea: The world's oceans require conversation.</p> <p>Key Concepts: Form, Connection, Change</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The characteristics of the world's oceans (form) The health of humans and oceans depend on each other (connection) Actions of humans that impact the world's oceans (change) |
| | RO | 1 | 3 | 6 | 4 | 2 |
| G3 | <p>Central Idea: The different ways in how we think and learn can help us develop our potential.</p> <p>Key Concepts: Form, Function, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Ourselves as learners (form) Understanding how mindset affects learning (function) Tools and strategies that can help us learn effectively (connection) | <p>Central Idea: Our lives are influenced by those who lived before us.</p> <p>Key Concepts: Form, Connection, Perspective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Evidence of legacies in our lives Impact of legacies The legacies we create | <p>Central Idea: Stories are shared for different reasons and in many different ways.</p> <p>Key Concepts: Form, Connection, Causation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Why stories are told The elements of a story The choices authors and storytellers make | <p>Central Idea: The earth is constantly changing and many factors contribute to that change.</p> <p>Key Concepts: Form, Change, Causation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How the Earth changes The various components of the Earth Factors that cause the Earth to change | <p>Combined Central Idea: Human use of resources are interconnected with living things, lifestyles and survival.</p> <p>Key Concepts: Causation, Connection, Responsibility</p> <p>Combined Lines of Inquiry:</p> <p>Lines of Inquiry: STP</p> <ul style="list-style-type: none"> How humans impact the local environment (causation) Making responsible environmental choices (responsibility) <p>Lines of Inquiry: HWO</p> <ul style="list-style-type: none"> The differences in decisions depending on needs and wants (connection) Consumption of resources (connection / responsibility) | |
| | RO | TECH 1 | 4 | 3 | 2 | 5 and 6 - PARALLEL UNIT |

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| <p>G4</p> <p>Central Idea: The choices we make determine overall well-being.</p> <p>Key Concepts: Causation, Responsibility, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Ourselves and others (causation) • Our environment and other living beings (responsibility) • Components of well-being (form) • Digital Citizenship helps us make better choices (ICT) <p>** FORM - will need to look at where this fits in other UoI</p> | <p>Central Idea: Explorations have an impact on the world</p> <p>Key Concepts: Causation, Perspective, Change.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Why and how people explore • The journey of some explorers • The impact of exploration | <p>Central Idea: People express themselves in a variety of ways depending on their influences and experience.</p> <p>Key Concepts: Causation, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How people express themselves • Reasons why people express themselves • Appreciation of different modes of expression | <p>Central Idea: Thinking like a scientist enables us to understand the world.</p> <p>Key Concepts: Form, Function, Perspective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The contribution of scientific discovery to human knowledge • The variety of approaches to answer questions • What it means to think like a scientist | <p>Central Idea: Systems in society adapt according to the needs of people.</p> <p>Key Concepts: Function, Change, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Simple and complex systems(function / connection) • Communities adapt according to changing needs (change) • Consistent systems across different societies (connection) | <p>Central Idea: We coexist with many invertebrates that have unique characteristics.</p> <p>Key Concepts: Function, Connection, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Classification of invertebrates (function) • Adaptations for survival (connection) • How we coexist with invertebrates (connection / responsibility) |
| <p>RO</p> <p style="text-align: center;">1</p> | <p style="text-align: center;">2</p> | <p style="text-align: center;">6</p> | <p style="text-align: center;">4</p> | <p style="text-align: center;">5</p> | <p style="text-align: center;">3</p> |
| <p>G5</p> <p>PYPx</p> | <p>Central Idea: Migration creates challenge, risk and opportunity.</p> <p>Key Concepts: Causation, Perspective, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Reasons for migration (causation) • The impact of migration on the individual (perspective) • The connections and consequences of migration in different places and times (connection / causation) | <p>Central Idea: People use different means of communication to influence and persuade others.</p> <p>Key Concepts: Connection, Causation, Function</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The techniques used to persuade and influence our choices (connection) • The relationship between persuasive communicators, advertisers and target audiences (causation) • The intended purpose of advertising (function) | <p>Central Idea: Design principles are used to innovate and solve problems.</p> <p>Key Concepts: Form, Function, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The design process (form) • The purpose of innovation in modern society (function) • How we manipulate materials to suit specific purposes (connection) | <p>Central Idea: With power comes responsibility</p> <p>Key Concepts: Connection, causation, responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The balance between rights and responsibilities (connection/causation/ responsibility) • The impact of societal decision making (causation) | <p>Central Idea: Migration creates challenge, risk and opportunity.</p> <p>Key Concepts: Causation, Perspective, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Reasons for migration (causation) • The impact of migration on the individual (perspective) • The connections and consequences of migration in different places and times (connection / causation) |
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| <p>RO</p> <p style="text-align: center;">5</p> | <p style="text-align: center;">1 and 2</p> | <p style="text-align: center;">3</p> | <p style="text-align: center;">6</p> | <p style="text-align: center;">4</p> | <p style="text-align: center;">1 and 2 - PARALLEL UNIT</p> |