

# Woodcrest Elementary School

## Programme of Inquiry (Draft 2020-21)

Age/ Grade	An Inquiry into:					
	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	
	<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>	<i>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.</i>	<i>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>	<i>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>	<i>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>	<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>
Ages 5-6 Kindergarten	<p>Central Idea: Growth leads to change.</p> <p>Key Concepts: change, perspective, form, function</p> <p>Related Concepts: structure, growth</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>How growth &amp; change happen over time</li> <li>Ways growth affects the future</li> <li>How the human body/living things grow and change</li> </ul> <p>Learner Profile: reflective knowledgeable, communicator</p> <p>Approaches to Learning: communication &amp; thinking skills</p>	<p><b>• Not taught in 2020-21</b></p>	<p>Central Idea: People express themselves through the arts.</p> <p>Key Concepts: form, perspective, connection</p> <p>Related Concepts: creativity, exploration</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Ways artists express themselves</li> <li>Differences &amp; similarities among the arts</li> <li>How experiences shape us</li> </ul> <p>Learner Profile: risk-taker, communicator, open-minded</p> <p>Approaches to Learning: communication &amp; social skills</p>	<p>Central Idea: Forces help us to move and make things work.</p> <p>Key Concepts: form, function, change, causation</p> <p>Related Concepts: movement, relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Forces</li> <li>How forces are used in everyday life</li> <li>How gravity affects people and objects'</li> <li>Relationship between pushes/pulls</li> </ul> <p>Learner Profile: inquirer, thinker</p> <p>Approaches to Learning: self-management &amp; social skills</p>	<p>Central Idea: People buy and trade for things they need and want.</p> <p>Key Concepts: form, connection, perspective</p> <p>Related Concepts: choice, balance</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Needs and wants/goods &amp; services</li> <li>Ways needs &amp; wants/goods and services are connected</li> <li>How choices impact people</li> </ul> <p>Learner Profile: reflective, balanced, thinker</p> <p>Approaches to Learning: communication &amp; thinking skills</p>	<p>Central Idea: People care for living/non-living things in different ways.</p> <p>Key Concepts: change, responsibility, function</p> <p>Related Concepts: cooperation, survival, impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Ways living things use resources</li> <li>What living things need to survive</li> <li>Relationships between living and non-living things</li> </ul> <p>Learner Profile: principled, caring</p> <p>Approaches to Learning: research &amp; thinking skills</p>
Ages 7-8 1st Grade	<p>Central Idea: Families grow and change.</p> <p>Key Concepts: form, perspective, connection</p> <p>Related Concepts: relationship, identity, diversity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Roles/responsibilities in families</li> <li>Similarities and differences between families</li> <li>Families then and now</li> </ul> <p>Learner Profile: caring, open-minded</p> <p>Approaches to Learning: communication &amp; social skills</p>	<p>Central Idea: The past influences life today..</p> <p>Key Concepts: form, connection, responsibility</p> <p>Related Concepts: beliefs, diversity, acceptance</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Family history</li> <li>Traditions</li> <li>How people and places can change over time</li> </ul> <p>Learner Profile: reflective open-minded, communicator</p> <p>Approaches to Learning: communication &amp; research skills</p>	<p>Central Idea: People use technology to express themselves.</p> <p>Key Concepts: perspective, function</p> <p>Related Concepts: choice, balance</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Exploring digital tools</li> <li>Using visualization and imagination</li> <li>Digital storytelling</li> </ul> <p>Learner Profile: risk-take, communicator, thinker</p> <p>Approaches to Learning: communication &amp; thinking skills</p>	<p>Central Idea: Living things grow and adapt.</p> <p>Key Concepts: form, change, function</p> <p>Related Concepts: adaptations, cycles, habitat</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Using observation as a skill/tool</li> <li>How living things adapt</li> <li>How structures/behaviors help living things grow and survive</li> </ul> <p>Learner Profile: inquirer, knowledgeable</p> <p>Approaches to Learning: research &amp; self-management skills</p> <p style="color: red;">IN PROGRESS</p>	<p>Central Idea: Teamwork &amp; cooperation help people to be safe, respectful, and responsible.</p> <p>Key Concepts: function, causation, responsibility</p> <p>Related Concepts: rules/roles, teamwork</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Rules and routines</li> <li>Cooperation and teamwork</li> <li>Consequences of choices</li> </ul> <p>Learner Profile: inquirer, knowledgeable</p> <p>Approaches to Learning: research &amp; self-management skills</p>	<p>Central Idea: Leaders inspire and motivate others to bring about change.</p> <p>Key Concepts: form, causation, responsibility</p> <p>Related Concepts: activism, influence, heroes</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Leaders/leadership</li> <li>Problem solving</li> <li>Contributions that lead to change</li> </ul> <p>Learner Profile: principled, caring, communicator</p> <p>Approaches to Learning: research &amp; thinking skills</p> <p style="color: red;">IN PROGRESS</p>

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Ages 7-8 2nd Grade	<p>Central Idea: People have rights and responsibilities.</p> <p>Key Concepts: function, responsibility</p> <p>Related Concepts: behavior, citizenship</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Rights and responsibilities as citizens</li> <li>Behaviors in different environments &amp; situations</li> <li>Consequences of decisions</li> </ul> <p>Learner Profile: caring, principled</p> <p>Approaches to Learning: self-management &amp; social skills</p>	<p>Central Idea: Exploring the past can lead to new understandings.</p> <p>Key Concepts: perspective, change</p> <p>Related Concepts: history time, inventions</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>How communities change over time</li> <li>Ways people impact history</li> <li>Ways to learn about the past</li> </ul> <p>Learner Profile: inquirer, thinker</p> <p>Approaches to Learning: communication &amp; social skills</p>	<p>Central Idea: People express ideas through words and actions.</p> <p>Key Concepts, form, perspective</p> <p>Related Concepts: patterns, technology</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Ways people express themselves</li> <li>How digital tools can be used to express thoughts/ideas</li> <li>How words/actions can make a difference</li> </ul> <p>Learner Profile: open-minded, communicator</p> <p>Approaches to Learning: communication &amp; social skills</p>	<p>Central Idea: Different processes shape the Earth.</p> <p>Key Concepts: causation, function, form</p> <p>Related Concepts: consequences, Earth, force</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>How human activity/forces can shape the Earth's surface</li> <li>Impact of erosion/weathering</li> <li>Ways maps/models provide information</li> </ul> <p>Learner Profile: knowledgeable, inquirer</p> <p>Approaches to Learning: research &amp; thinking skills</p>	<p>Central Idea: A community functions to meet the needs of its members.</p> <p>Key Concepts: form, connection, function</p> <p>Related Concepts: systems, relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Impact of government</li> <li>Relationships in and between communities</li> <li>Similarities and differences between communities</li> </ul> <p>Learner Profile: knowledgeable, communicator</p> <p>Approaches to Learning: research &amp; communication skills</p>	<p>Central Idea: Plants are a life sustaining resource.</p> <p>Key Concepts, responsibility, connection</p> <p>Related Concepts: seed dispersal, interdependence</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Life cycle of plants</li> <li>Features of plants</li> <li>Relationship between plants and other living things</li> </ul> <p>Learner Profile: balanced, reflective</p> <p>Approaches to Learning: research &amp; self-management skills</p>
Ages 8-9 3rd Grade	<p>Central Idea: Variation of traits can lead to diversity.</p> <p>Key Concepts: causation, function</p> <p>Related Concepts: inheritance, diversity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Inheritance of traits</li> <li>Diversity</li> <li>Relationship between traits</li> </ul> <p>Learner Profile: balanced, open-minded</p> <p>Approaches to Learning: self-management &amp; thinking skills</p> <p style="color: red;">IN PROGRESS</p>	<p>Central Idea: Learning from the past may impact progress.</p> <p>Key Concepts: change, perspective,</p> <p>Related Concepts: history, flight, progress</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>How discoveries can lead to change</li> <li>Factors that impact growth</li> <li>Changes in communities past and present</li> </ul> <p>Learner Profile: knowledgeable, inquirer</p> <p>Approaches to Learning: research &amp; communication skills</p>	<p>Central Idea: Our expression of ideas can be influenced by the environment.</p> <p>Key Concepts: causation, perspective</p> <p>Related Concepts: geography/location, climate/weather</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>How location impacts culture</li> <li>Ways people express ideas and feelings</li> <li>How environment impacts choice</li> </ul> <p>Learner Profile: knowledgeable, caring</p> <p>Approaches to Learning: social &amp; communication skills</p>	<p>Central Idea: Interactions guide society and nature.</p> <p>Key Concepts: form, function,</p> <p>Related Concepts: economics, forces</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Relationship between forces and interactions</li> <li>Economics (purpose/structure)</li> <li>Problem solving</li> </ul> <p>Learner Profile: knowledgeable, communicator</p> <p>Approaches to Learning: social &amp; communication skills</p> <p style="color: red;">IN PROGRESS</p>	<p>Central Idea: Systems are created to organize information.</p> <p>Key Concepts: form, function</p> <p>Related Concepts: government, organization (systems/order)</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Types of systems</li> <li>Structure and function of systems</li> <li>Relationship between organization and systems</li> </ul> <p>Learner Profile: thinker, principled</p> <p>Approaches to Learning: thinking &amp; self-management skills</p>	<p>Central Idea: Living things interact within an ecosystem</p> <p>Key Concepts: responsibility, connection</p> <p>Related Concepts: sustainability, ecosystems</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Life cycles</li> <li>Relationships in an ecosystem</li> <li>Behavior of living things</li> </ul> <p>Learner Profile: open-minded, balanced</p> <p>Approaches to Learning: self-management &amp; thinking skills</p> <p style="color: red;">IN PROGRESS</p>

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Ages 9-10 4th Grade	<p>Central Idea: Relationships are developed by communication and interactions.</p> <p>Key Concepts: perspective, function, form</p> <p>Related Concepts: communication, relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Ways we learn about ourselves and others</li> <li>How actions/choices impact relationships</li> <li>Relationship between the brain structures/functions</li> </ul> <p>Learner Profile: balanced, risk-taker, open-minded</p> <p>Approaches to Learning: social &amp; communication skills</p>	<p>Central Idea: Location determines where and how people live.</p> <p>Key Concepts: causation, change, perspective</p> <p>Related Concepts: regions, movement, geography</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Impact of immigration and migration</li> <li>Reasons for immigration/migration</li> <li>Changes over time</li> </ul> <p>Learner Profile: balanced, principled</p> <p>Approaches to Learning: research &amp; communication skills</p>	<p>Central Idea: Humor is unique to individuals.</p> <p>Key Concepts: function, causation, perspective</p> <p>Related Concepts: creativity, interpretation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Ways humor is used as a form of communication</li> <li>Techniques used to create and discover humor</li> <li>Benefits of humor</li> </ul> <p>Learner Profile: caring, communicator</p> <p>Approaches to Learning: social, thinking &amp; communication skills</p>	<p>Central Idea: Energy impacts life..</p> <p>Key Concepts: responsibility, function, change</p> <p>Related Concepts: patterns, conservation, energy</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Forms and sources of energy</li> <li>How energy can be transformed</li> <li>Energy conservation</li> </ul> <p>Learner Profile: inquirer, thinker</p> <p>Approaches to Learning: self-management &amp; thinking skills</p>	<p>Central Idea: Systems can determine how people live.</p> <p>Key Concepts: form, function, connection</p> <p>Related Concepts: economics, systems</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Types of systems</li> <li>How systems work</li> <li>Impact of systems on people</li> <li>How systems solve problems</li> </ul> <p>Learner Profile: knowledgeable, balanced</p> <p>Approaches to Learning: social &amp; communication skills</p>	<p>Central Idea: People can take action to create a balanced ecosystem.</p> <p>Key Concepts: responsibility, connection, function</p> <p>Related Concepts: organisms, structure</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>The survival of plants and animals</li> <li>How human interaction with the environment can affect the balance of an ecosystem</li> <li>Interdependence within ecosystems</li> </ul> <p>Learner Profile: knowledgeable, communicator</p> <p>Approaches to Learning: social &amp; communication skills</p> <p style="color: red;">IN PROGRESS</p>
Ages 10-11 5th Grade	<p>Central Idea: People can make a difference by taking action on issues that matter to them.</p> <p>Key Concepts: form, function, connection</p> <p>Related Concepts: system, growth, interdependence</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Taking action</li> <li>Exploring passions, interests, &amp; issues</li> <li>How to take a stand on an issue</li> </ul> <p>Learner Profile: knowledgeable, inquirer, caring</p> <p>Approaches to Learning: social &amp; research skills</p> <p style="color: red;">EXHIBITION/IN PROGRESS</p>	<p>Central Idea: People move and settle for different reasons.</p> <p>Key Concepts: causation, change, perspective</p> <p>Related Concepts: settlement, migration, colonies</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Reasons people move and settle</li> <li>Impact of movement on people and the environment</li> <li>Colonization</li> </ul> <p>Learner Profile: risk-taker, open-minded</p> <p>Approaches to Learning: social &amp; thinking skills</p>	<p>Central Idea: Revolution can lead to change.</p> <p>Key Concepts: change, causation, perspective</p> <p>Related Concepts: opinion, conflict, rights</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Ways historical decisions impact society</li> <li>Impact of discourse in developing a society</li> <li>How to influence others</li> </ul> <p>Learner Profile: risk-taker, communicator</p> <p>Approaches to Learning: thinking &amp; communication skills</p>	<p>Central Idea: The use of technology has helped humans interact with the physical and natural world.</p> <p>Key Concepts: change, function, perspective</p> <p>Related Concepts: sequences, patterns, robotics</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Impact of exploration</li> <li>Design thinking</li> <li>Tools/technology that help understand the world</li> </ul> <p>Learner Profile: knowledgeable, inquirer</p> <p>Approaches to Learning: thinking, research &amp; communication skills</p>	<p>Central Idea: The structure and organization of systems affects its members..</p> <p>Key Concepts: function, connection, responsibility</p> <p>Related Concepts: government, organization, relationships, interdependence</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Rights of citizens</li> <li>Relationships between government and systems</li> <li>Structure/function of systems/organizations</li> </ul> <p>Learner Profile: principled, communicator</p> <p>Approaches to Learning: social &amp; communication skills</p>	<p>Central Idea: Living things interact with their environment.</p> <p>Key Concepts: responsibility, connection</p> <p>Related Concepts: matter, energy (transfer) competition</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>Systems (natural &amp; man-made)</li> <li>Relationships between the environment, resources, &amp; living things</li> <li>How organisms maintain balance in their environment</li> </ul> <p>Learner Profile: thinker, balanced</p> <p>Approaches to Learning: research &amp; thinking skills</p>