

2022-2023 Curriculum Overview: EC 4/5/6 (Year A)

| Transdisciplinary Theme | 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. | 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. | 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. | 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. |
|----------------------------------|--|--|---|---|
| Duration | Aug-Sept; May-June | Nov-Jan | Feb-Mar | Oct; Feb; Apr-May |
| Central Idea | We are alike in many ways, but each of us is unique. | Stories can be shared and retold using different media and materials. | People use and change materials for different purposes. | We can play a part in caring for others and the environment. |
| Lines of Inquiry | An inquiry into: <ul style="list-style-type: none"> Factors that impact our identity Our personal interests, feelings and abilities All the ways we are similar and different | An inquiry into: <ul style="list-style-type: none"> New and old stories How stories reflect our cultures and traditions The imaginative use of media and materials | An Inquiry into: <ul style="list-style-type: none"> What things are made of The uses of different materials How materials change to become something new | An inquiry into: <ul style="list-style-type: none"> Habitats around the world Life cycles Our responsibility towards caring for living things |
| Key and Related Concepts | <u>Key Concepts:</u> Form, Connection, Change <u>Related Concepts:</u> Identity, Appreciation | <u>Key Concepts:</u> Function, Connection, Perspective <u>Related Concepts:</u> Culture, | <u>Key Concepts:</u> Form, Causation, Change <u>Related Concepts:</u> Recycling, Innovation | <u>Key Concepts:</u> Function, Change, Responsibility <u>Related Concepts:</u> Needs of Living Things, Growth |
| Learner Profile Attributes Focus | Open-minded Caring Reflective Balanced | Risk-Takers Communicators Reflective | Thinkers Inquirers Knowledgeable Open-minded | Caring Principled Knowledgeable |
| Approaches to Learning Focus | <u>Thinking Skills:</u> Analysis, Evaluation <u>Social Skills:</u> Self-control, Social and emotional intelligence, Respecting others, Resolving conflict <u>Self-management Skills:</u> Emotional management, Self-motivation, Mindfulness | <u>Thinking Skills:</u> Generating novel ideas, Considering new perspectives, Reflection <u>Communication Skills:</u> Interpreting information, Informed choices, Reading, Writing, Speaking, Listening | <u>Thinking Skills:</u> Forming decisions, Considering new perspectives, Application <u>Research Skills:</u> Formulating and planning ideas, Synthesizing and interpreting information <u>Self-management Skills:</u> Perseverance, Resilience | <u>Research skills:</u> Gathering and recording information, Evaluating and communicating information <u>Communication skills:</u> Listening, Speaking <u>Social Skills:</u> Respecting others, Supporting others <u>Self-Management skills:</u> Managing self, Goal setting |
| Language Focus | Letter Recognition and Formation Syllables Decoding and Encoding Rhyming | Letter Recognition and Formation Syllables Decoding and Encoding Rhyming | Letter Recognition and Formation Syllables Decoding and Encoding Rhyming | Letter Recognition and Formation Syllables Decoding and Encoding Rhyming |
| Math Focus | <u>Number:</u> Counting, Reading and writing numbers <u>Shape and Space:</u> Identifying shapes | <u>Number:</u> One-to-One Correspondence, Number Lines, Ordering <u>Data Management:</u> Sorting and Grouping | <u>Number:</u> Counting forwards & backwards, Skip counting <u>Pattern & Function:</u> Identifying patterns, Sequencing <u>Data Management:</u> Collecting and organizing data (tally charts) | <u>Number:</u> Addition and Subtraction (to 10) <u>Measurement:</u> Time |
| Subject Integrations | Music, Social Studies, PSPE, German | Music, Art, PSPE, German | Art, Science | Science, Social Studies |

Please note:

- the timelines and topics are flexible and subject to change in response to the interests and needs of the students
- English language/literacy is a subject integrated into all Units of Inquiry

2022-2023 Curriculum Overview: Grade 1

| Transdisciplinary Theme | 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. | How we organize 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. | 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. | 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. | 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. | 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. |
|-------------------------------------|---|--|---|---|--|--|
| Time Frame | On-Going Aug- Dec | Sept-Oct | Nov-Dec | On-Going Feb-June | Jan-Mar | April-June |
| Central Idea | Actions and choices shape individuals and a community. | Structures for organization enable people and systems to function effectively. | Recognizing patterns can help us understand the world. | Feelings can be expressed in different ways to help us understand ourselves and others. | People's lives are different around the world, but we share commonalities. | People interact with, use and value the natural environment in different ways. |
| Lines of Inquiry | <u>An inquiry into:</u> <ul style="list-style-type: none"> Making good choices How to keep ourselves and others safe and happy Mindfulness as a tool for self-management | <u>An inquiry into:</u> <ul style="list-style-type: none"> Ways to organize our learning How we connect knowledge and skills to plan and organize Ways of knowing a project was successful | <u>An inquiry into:</u> <ul style="list-style-type: none"> Types of patterns Patterns around us Ways we use patterns | <u>An inquiry into:</u> <ul style="list-style-type: none"> How we can express feelings Ways our feelings can make us react Interpretation of feelings by others | <u>An inquiry into:</u> <ul style="list-style-type: none"> Our needs and wants Where we are in the world How where you live influences your way of life | <u>An inquiry into:</u> <ul style="list-style-type: none"> Local natural environments Human use of the local natural environment Actions that benefit or harm the local environment |
| Concepts | <u>Key Concepts:</u> Responsibility, Connection, Perspective <u>Related Concepts:</u> Well-being, Choices | <u>Key Concepts:</u> Function, Connection, Responsibility <u>Related Concepts:</u> Processes, Systems, Design Thinking | <u>Key Concepts:</u> Form, Change, Connection <u>Related Concepts:</u> Patterns, Coding & Programming | <u>Key Concepts:</u> Form, Causation, Perspective <u>Related Concepts:</u> Emotions, Expression | <u>Key Concepts:</u> Form, Causation, Perspective <u>Related Concepts:</u> Location, Culture | <u>Key Concepts:</u> Function, Change, Responsibility <u>Related Concepts:</u> Environment, Interactions |
| Learner Profile Attributes Focus | Caring Balanced Risk-Takers Open-Minded | Thinkers Reflective Principled Risk-Taker | Thinkers Inquirers Knowledgeable | Open-Minded Communicators Reflective Balanced | Inquirers Communicators Knowledgeable Open-Minded | Knowledgeable Caring Principled Inquirer |
| Approaches to Learning Focus Skills | <u>Thinking Skills:</u> Reflection & metacognition, Information transfer <u>Research Skills:</u> Library--Media Literacy <u>Self-management:</u> Emotional management, Mindfulness, Perseverance <u>Social Skills:</u> Social & emotional intelligence, Supporting others, Respecting others <u>Communication Skills:</u> Listening, Speaking | <u>Thinking Skills:</u> Forming decisions, Application, Evaluating, Reflection <u>Research Skills:</u> Formulating & planning, Evaluating and communicating <u>Self-management Skills:</u> Managing self, Organization, Goal setting, Perseverance | <u>Thinking Skills:</u> Analysis, Application <u>Research Skills:</u> Evaluating and communicating information <u>Communication Skills:</u> Interpreting information, Symbolic expression | <u>Social Skills:</u> Emotional intelligence, Emotional management, Self-control, Resolving conflict, Interpersonal relationships <u>Communication Skills:</u> Exchanging and interpreting information, ICT <u>Self-management Skills:</u> Resilience, Emotional management | <u>Thinking Skills:</u> Considering new perspectives, Analysis <u>Research Skills:</u> Gathering & documenting data, Synthesizing & interpreting information, Citing sources <u>Communication Skills:</u> Exchanging information, Literacy <u>Social Skills:</u> Interpersonal relationships, Social Intelligence | <u>Thinking Skills:</u> Analyzing and evaluation information, Forming decisions, Generating novel ideas <u>Research Skills:</u> Gathering and recording, Consuming and processing information <u>Self-Management Skills:</u> Organization |
| Language/Genre Focus | Recount, Speaking & Listening | Procedural | Poetry | Reflection and Response | Non-Fiction, Informational | Journal Writing |
| Math Focus | <u>Number:</u> Week of Inspirational Math & 20 Days of Number Sense <u>Data Handling:</u> Collecting, organizing and analyzing data | <u>Number:</u> Modelling numbers to 50, Skip counting, Subitizing, Number bonds to 10/20 | <u>Pattern & Function:</u> Identifying, creating, extending patterns <u>Shape & Space:</u> 2D & 3D shapes | <u>Number:</u> Place Value to 100, Addition and Subtraction | <u>Number:</u> Fractions <u>Measurement:</u> Time <u>Shape & Space:</u> Location | <u>Measurement:</u> Measuring using non-standard and standard units, time <u>Data Handling:</u> Probability |
| Subject Integrations | PSPE, German, Art | PSPE, Social Studies, Math | Math, Art, Music, Science | Art, Music, German, PSPE | Social Studies, German | Math, Science, PSPE, German |

Please note:

- the timelines and topics are flexible and subject to change in response to the interests and needs of the students
- English language/literacy is a subject integrated into all Units of Inquiry

2022-2023 Curriculum Overview: Grade 2

| Transdisciplinary Theme | 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. | 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. | 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 | How we organize 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. | 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. | 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. |
|----------------------------------|--|--|---|---|---|--|
| Timeframe | On-going Aug-Jan | Sept-Nov | Dec-Feb | On-going Jan-June | Mar-Apr | May-June |
| Central Idea | Actions and choices shape individuals and a community. | Documenting personal histories enables us to discover cultural connections and develop historical awareness. | Stories can communicate ideas and experiences in creative ways. | Organizing personal inquiries supports us to grow and can have an impact on others and the environment. | Scientists develop meaningful investigations to learn more about the world. | Valuing diversity encourages people to take action to promote equality and inclusion. |
| Lines of Inquiry | <u>An inquiry into:</u> <ul style="list-style-type: none"> Learning processes and skills How reflection helps us to become better learners How we can create an environment to support learning | <u>An inquiry into:</u> <ul style="list-style-type: none"> How we document and record history Personally significant artefacts and sites What we can learn from our personal histories | <u>An inquiry into:</u> <ul style="list-style-type: none"> How stories are structured Ways stories are shared using a variety of media How feedback and collaboration can extend creativity | <u>An inquiry into:</u> <ul style="list-style-type: none"> Our interests and curiosities Structuring and organizing inquiry Tools for sharing learning with the community | <u>An inquiry into:</u> <ul style="list-style-type: none"> The work and attributes of scientists How knowledge is constructed through experimentation and investigation The impact science has on our understanding of the world | <u>An Inquiry into:</u> <ul style="list-style-type: none"> Celebrating similarities and differences in our communities Challenging stereotypes and biases Actions to promote inclusion and equal opportunities |
| Concepts | <u>Key Concepts:</u> Function, Connection, Responsibility <u>Related Concepts:</u> Learning Processes, Growth Mindset | <u>Key Concepts:</u> Form, Change, Perspective <u>Related Concepts:</u> Personal histories, Culture | <u>Key Concepts:</u> Form, Perspective, Change <u>Related Concepts:</u> Narrative, Digital Media | <u>Key Concepts:</u> Form, Function, Connection <u>Related Concepts:</u> Personal Inquiry, Systems, Reflection and Goal Setting | <u>Key Concepts:</u> Function, Change, Perspective <u>Related Concepts:</u> Scientific Processes, Design Thinking | <u>Key Concepts:</u> Connection, Responsibility, Perspective <u>Related Concepts:</u> Diversity, Inclusion, Equality |
| Learner Profile Attributes Focus | Caring Reflective Principled Balanced | Inquirers Open-Minded Communicators | Risk-taker Open-minded Communicators | Knowledgeable Thinkers Risk-taker Reflective | Knowledgeable Inquirers Thinkers | Open-Minded Caring Principled |
| Approaches to Learning Focus | <u>Thinking Skills:</u> Reflection, Metacognition <u>Social Skills:</u> Supporting others, Social intelligence <u>Self-Management Skills:</u> Managing self, Emotional management, Goal setting, Resilience <u>Research Skills:</u> Library--Media Literacy | <u>Thinking Skills:</u> Considering new perspectives, Application in multiple contexts <u>Research Skills:</u> Formulating and Planning, Gathering and Recording information <u>Communication Skills:</u> Speaking, Listening | <u>Thinking Skills:</u> Generating novel ideas, Analysis, Application <u>Research Skills:</u> Creating <u>Communication Skills:</u> Informed Choices, Writing <u>Social Skills:</u> Respecting Others, Supporting Others | A range of different ATL skills will be developed and applied by students during the personal inquiry process. <u>Thinking Skills</u> <u>Research Skills:</u> <u>Communication Skills</u> <u>Social Skills</u> <u>Self-Management Skills</u> | <u>Thinking Skills:</u> Forming decisions, Generating novel ideas <u>Research Skills:</u> Gathering and Recording, Synthesizing and Interpreting, Evaluating and Communicating <u>Self-Management Skills:</u> Organization, Perseverance, Self-Motivation, Time management | <u>Thinking Skills:</u> Critical and creative thinking, Information transfer, Considering new perspectives <u>Communication Skills:</u> Literacy, Exchanging information <u>Social Skills:</u> Interpersonal relationships, Social and emotional intelligence <u>Self-Management Skills:</u> States of mind |
| Language/Genre Focus | Writing Conventions, Sentence Structure | Personal Narrative | Narrative | Non-Fiction Texts, Note Taking | Procedural | Persuasive Language, Poetry |
| Math Focus | <u>Number:</u> Week of Inspirational Math, Number Sense <u>Data Handling:</u> Collecting, organizing data | <u>Number:</u> Place Value, Addition | <u>Number:</u> Addition and Subtraction <u>Measurement:</u> Length, Angles (with coding and robotics) <u>Shape and Space:</u> Location/Mapping, Coordinates | <u>Number:</u> Multiplication and Division <u>Pattern & Function:</u> Skip Counting | <u>Number:</u> Fractions <u>Measurement:</u> Capacity, Weight, Length <u>Data Handling:</u> Analyzing data, Probability | <u>Measurement:</u> Time, Money <u>Shape and Space:</u> Symmetry |
| Subject Integrations | PSPE, German | PSPE, Social Studies, German | Art, Music, German | Art, Music, PSPE, Science | Math, Science, Art | German, Social Studies, PSPE |

Please note:

- the timelines and topics are flexible and subject to change in response to the interests and needs of the students
- English language/literacy is a subject integrated into all Units of Inquiry

2022-2023 Curriculum Overview: Grade 3

| Transdisciplinary Theme | 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. | 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. | How we organize 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. | 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. | 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. | 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. |
|----------------------------------|---|--|--|--|---|--|
| Timeframe | Year Long | Sept-Oct | Nov-Dec | Jan-Feb | Mar-Apr | May-June |
| Central Idea | Actions and choices shape individuals and a community. | Human needs and curiosity lead to discovery and innovation. | Societies rely on systems to exchange goods and services. | People express their beliefs and values through the arts. | How we produce and use energy can impact the environment. | Biodiversity relies on maintaining the balance of organisms within systems. |
| Lines of Inquiry | <u>An inquiry into:</u> <ul style="list-style-type: none"> How communication and actions can affect relationships How our community supports our rights Our responsibility for the success of relationships | <u>An inquiry into:</u> <ul style="list-style-type: none"> Past discoveries and innovations What motivates and inspires discovery and innovation How discoveries and innovations have shaped society | <u>An inquiry into:</u> <ul style="list-style-type: none"> Using the design process to create products Marketing strategies Sustainability in production | <u>An inquiry into:</u> <ul style="list-style-type: none"> Different ways culture, beliefs and values are expressed Interpretations and responses to the arts Art in the digital age | <u>An inquiry into:</u> <ul style="list-style-type: none"> Renewable and non-renewable energy sources How humans use and store energy Environmental impacts of energy usage | <u>An inquiry into:</u> <ul style="list-style-type: none"> Interdependence within ecosystems Ways in which organisms are interconnected How human interactions with the environment can affect the balance of systems |
| Concepts | <u>Key Concepts:</u> Causation, Responsibility, Perspective <u>Related Concepts:</u> Relationships, Communication | <u>Key Concepts:</u> Function, Perspective, Change <u>Related Concepts:</u> Exploration, Innovation | <u>Key Concepts:</u> Function, Responsibility, Connection <u>Related Concepts:</u> Economics, Responsible Producers and Consumerism, Design Thinking | <u>Key Concepts:</u> Form, Connection, Perspective <u>Related Concepts:</u> Beliefs and Values | <u>Key Concepts:</u> Form, Function, Responsibility <u>Related Concepts:</u> Cycles, Energy | <u>Key Concepts:</u> Connection, Causation, Responsibility <u>Related Concepts:</u> Ecosystems, Endangered Species |
| Learner Profile Attributes Focus | Balanced Open-minded Caring | Open-Minded Knowledgeable Risk-Takers | Risk-Taker Open-Minded Knowledgeable | Communicators Reflective Principled | Inquirers Thinkers Principled | Caring Principled Inquirers |
| Approaches to Learning Focus | <u>Communication Skills:</u> Listening, Speaking, Interpreting information <u>Social Skills:</u> Intrapersonal and Interpersonal <u>Self-Management Skills:</u> States of Mind, Emotional management <u>Research Skills:</u> Library--Media literacy and ethical use | <u>Thinking Skills:</u> Critical thinking, Transfer <u>Research Skills:</u> Evaluating and communicating information, Citing Sources <u>Communication Skills:</u> Literacy, Presenting | <u>Communication Skills:</u> Exchanging information <u>Research Skills:</u> Formulating and planning, Gathering and recording information <u>Social Skills:</u> Social intelligence, Resolving conflict | <u>Communication Skills:</u> Interpreting information, Media Literacy <u>Social Skills:</u> Emotional intelligence, Supporting and respecting others <u>Self-Management Skills:</u> Goal setting, Perseverance, Self-motivation | <u>Thinking Skills:</u> Considering new perspectives, Application in multiple contexts <u>Communication Skills:</u> Exchanging information, Informed choices <u>Research Skills:</u> Gather, Synthesize information | <u>Thinking skills:</u> Creative thinking, Reflection <u>Research Skills:</u> Synthesizing & interpreting information <u>Self-Management Skills:</u> Organization, Time management |
| Language/Genre Focus | Personal Recount Fiction | Writing Conventions | Persuasive Fiction | Narrative Fiction | Explanation Non-Fiction | Report Non-Fiction |
| Math Focus | <u>Pattern & Function:</u> Numbers and Patterns <u>Measurement:</u> Time <u>Data Handling:</u> Collecting, organizing, analyzing data | <u>Number:</u> Multiplication and Division <u>Shape & Space:</u> Coordinate grids <u>Measurement:</u> Area and Perimeter | <u>Number:</u> Place Value, Money | <u>Number:</u> Addition and Subtraction <u>Space & Shape:</u> 2D shapes, Tessellations, Symmetry | <u>Number:</u> Fractions <u>Data Handling:</u> Probability | <u>Pattern & Function:</u> Review of all operations |
| Subject Integrations | PSPE, German | Social Studies, German, Science | Music, Art, Math, PSPE, German | Math, Music, Art, PSPE | Science, Math, Social Studies | German, Science, Art |

Please note:

- the timelines and topics are flexible and subject to change in response to the interests and needs of the students
- English language/literacy is a subject integrated into all Units of Inquiry

2022-2023 Curriculum Overview: Grade 4

| Transdisciplinary Theme | 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. | 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. | 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. | 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. | How we organize 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 | 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. |
|----------------------------------|---|---|--|--|---|--|
| Duration | Year long | Sept-Oct | Nov-Dec | On-going Oct-Mar (Jan. Math & Language Focus) | Feb-Apr | Apr-Jun |
| Central Idea | Actions and choices shape individuals and a community. | People can apply their understanding of forces and motion to design, build and innovate. | Humans migrate in response to conflict, risk and opportunity. | People can use their creativity to inform, inspire and influence others. | Societies respond and innovate in response to disasters. | Actions can create change that transform people, the environment, and the world. |
| Lines of Inquiry | <u>An inquiry into:</u> <ul style="list-style-type: none"> Characteristics of an effective learning community Responsible digital citizenship Understanding and managing the changes we experience | <u>An inquiry into:</u> <ul style="list-style-type: none"> Simple machines Computational thinking The role of technology in design and innovation | <u>An inquiry into:</u> <ul style="list-style-type: none"> Factors that cause migration How migration patterns reflect events of a time period The impacts of migration on communities, cultures and individuals | <u>An inquiry into:</u> <ul style="list-style-type: none"> Discovering and exploring our interests and passions Creative strategies to communicate ideas Examples of creative action | <u>An inquiry into:</u> <ul style="list-style-type: none"> Natural and human-made disasters How disasters may lead to innovation The responsibility of communities to prevent and respond to disasters | <u>An Inquiry Into:</u> <ul style="list-style-type: none"> Lines of Inquiry will be developed in collaboration with the students |
| Concepts | <u>Key Concepts:</u> Function, Responsibility, Connection <u>Related Concepts:</u> Citizenship | <u>Key Concepts:</u> Function, Causation, Change <u>Related Concepts:</u> Forces, Motion, Engineering | <u>Key Concepts:</u> Causation, Perspective, Change <u>Related Concepts:</u> Migration | <u>Key Concepts:</u> Form, Perspective, Connection <u>Related Concepts:</u> Personal Inquiry, Persuasion, Creativity | <u>Key Concepts:</u> Causation, Change, Responsibility <u>Related Concepts:</u> Disasters, Innovation, Design Thinking | <u>Key Concepts:</u> All Key Concepts <u>Related Concepts:</u> Dependent on the focus of the Exhibition |
| Learner Profile Attributes Focus | Thinkers Principled Balanced | Inquirers Thinkers Risk-Takers | Open-Minded Caring Reflective | Knowledgeable Inquirer Communicators | Knowledgeable Thinkers Principled | All Learner Profile Attributes will be developed and reflected upon. |
| Approaches to Learning Focus | <u>Thinking Skills:</u> Reflection, Forming decisions <u>Research Skills:</u> Library--Media literacy and ethical use <u>Social Skills:</u> Self-control, Resolving conflict, Group decision making <u>Self-Management Skills:</u> Mindfulness, Emotional management, Codes of behaviour | <u>Thinking Skills:</u> Analysis, Considering new perspectives <u>Research Skills:</u> Formulating and planning, Gathering & recording, Synthesizing & interpreting, Evaluating and Communicating information <u>Self-Management Skills:</u> Managing self, Perseverance | <u>Thinking Skills:</u> Forming decisions, Considering new perspectives, Application in multiple contexts <u>Research Skills:</u> Planning, Gathering, Evaluating and Communicating information <u>Communication Skills:</u> Interpreting information, Informed choices | A range of different ATL skills will be developed and applied by students during the personal inquiry process. <u>Thinking Skills</u> <u>Research Skills</u> <u>Communication Skills</u> <u>Social Skills</u> <u>Self-Management Skills</u> | <u>Research Skills:</u> Information literacy <u>Communication Skills:</u> Exchanging information, Literacy <u>Self-Management Skills:</u> Time management, Goal setting, Self-Motivation | All of the ATL skills will be developed and applied during the Exhibition process. <u>Thinking Skills</u> <u>Research Skills</u> <u>Communication Skills</u> <u>Social Skills</u> <u>Self-Management Skills</u> |
| Language/Genre Focus | Recount | Procedural | Personal Narrative | Persuasive Writing Viewing & Presenting | Informational Report | Various |
| Math Focus | <u>Number:</u> Week of Inspirational Math, Reviewing operations <u>Data Handling:</u> Collecting, organizing & analyzing data | <u>Number:</u> Place Value, Decimals <u>Measurement:</u> Linear Measurement, Units, Angles | <u>Number:</u> Addition and Subtraction <u>Measurement:</u> Area, Perimeter and Volume <u>Shape & Space:</u> 2D & 3D shapes | <u>Number:</u> Multiplication and Division <u>Data Handling:</u> Collecting and analyzing data (mean, median, mode) | <u>Pattern & Function:</u> Properties and relationships between operations | <u>Number:</u> Fractions <u>Shape & Space:</u> Coordinate grids, Transformations |
| Other Subject Integrations | German, PSPE, Music | Science, Math | Social Studies, German, PSPE | Music, Art, PSPE, German | Science, Social Studies | All Subject Areas |

Please note:

- the timelines and topics are flexible and subject to change in response to the interests and needs of the students
- English language/literacy is a subject integrated into all Units of Inquiry