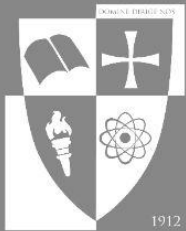


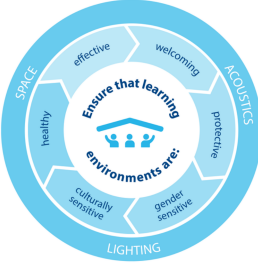
2023-2024  
PROGRAMME  
OF INQUIRY



1912

SEOUL  
FOREIGN  
SCHOOL  
ELEMENTARY SCHOOL

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<p><b>TD THEMES</b></p>	<p><b>Who we are</b> 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><b>Where we are...</b> 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><b>How we express...</b> 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><b>How the world...</b> 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><b>How we organise...</b> 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><b>Sharing the planet...</b> 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>
<p>PK3</p>	<p>Through play, our experiences and interests help us grow.</p>		<p>Imagination helps us think, explore and create</p>		<p>Every member of our community has roles and responsibilities.</p>	<p>Our connection to the natural world inspires us to care for and support our environment.</p>
<p>PK4</p>	<p>Learning about WE helps me understand ME.</p>		<p>Traditions and celebrations connect people from various cultures.</p>	<p>Changes in the environment affect everyday life.</p>	<p>Working with others can help our ideas grow.</p>	
<p>Kindergarten</p>	<p>Agentic learners cooperate, care and share.</p>		<p>Creatives use different skills and strategies to communicate their thinking.</p>	<p>Simple machines make work easier and improve our quality of life</p>		<p>The actions of people Impact other living things.</p>
<p>Grade 1</p>	<p>The choices we make affect our well-being</p>	<p>Historical evidence provides an insight into personal history and identity.</p>	<p>Light and sound affect the way we experience the world.</p>	<p>Earth is part of an immense system called the universe.</p>	<p>People plan and build structures considering purpose, design and location.</p>	<p>Habitats have features that living things rely on for survival.</p>
<p>Grade 2</p>	<p>Choices of role models reflect our values and the communities we belong to.</p>	<p>Understanding the geography of a place provides insight into the people that live there.</p>	<p>Materials can be changed to meet a specific purpose.</p>	<p>There are patterns in nature that can be observed and predicted over time.</p>	<p>Marketplaces are determined by their location and communities.</p>	<p>Access to water affects living things and their environment.</p>
<p>Grade 3</p>	<p>The effective interactions between human body systems contribute to health and survival</p>	<p>Human exploration and innovation lead to discovery and develops new understandings.</p>	<p>People can create or manipulate messages to target specific audiences.</p>	<p>Exploring the connection between forces and motion provides insight into their daily application.</p>	<p>Organizations support the natural world in response to human activities.</p>	<p>Resolutions to conflict can be influenced by actions and reactions.</p>
<p>Grade 4</p>	<p>Our cultural backgrounds shape our beliefs, values, and actions.</p>	<p>Natural and human forces interact with the earth in ways that shape and change it.</p>	<p>Images are created to convey meaning and are interpreted by an audience.</p>	<p>Energy may be converted from one form to another, stored, and used in various ways.</p>	<p>Significant events and people impact society.</p>	<p>Living things rely on the interdependence and balance within an ecosystem.</p>
<p>Grade 5</p>	<p>Personal perspectives influence how people communicate and express their identity.</p>	<p>Human migration is a response to challenges, risks and opportunities.</p>	<p>Through design, global citizens apply creativity to take action to make a positive change.</p>	<p>The scientific method can reveal the properties of matter which determines how matter is used</p>	<p>Governing systems determine how society meets the needs of its citizens</p>	<p>Biodiversity makes ecosystems resilient in the face of change.</p>

**Dates and sequence for Units of Inquiry**

UNIT SEQUENCE	①	②	③	④	⑤	⑥
Pre-K3	WWA Play Aug - Oct	HWOO Roles & Community Nov - Jan	HWEO Imagination Feb - Mar	STP Nature Apr - Jun		
Pre-K4	WWA Connection Aug - Oct	HWEO Celebrations Nov - Feb	HWOO Collaboration Feb - Apr	HTWW Environment Apr - Jun		
Kindy	WWA Belonging Aug - Oct	HWEO Creativity Oct - Dec	HTWW Simple Machines Jan - Mar	STP Living Things Apr - Jun		
Grade 1	WWAPT Personal histories Aug - Sep	HWOO Structures Oct - Nov	HWEO Light & Sound Nov - Jan	HTWW Space Feb - Mar	STP Habitats Apr - Jun	WWA Well-being YEARLONG
Grade 2	WWA Role models Aug - Sept	STP Water Oct - Nov	HWEO Materials Dec - Jan	HWOO Marketplaces Feb - Mar	HTWW Lifecycles Apr - Jun	WWAPT Geography YEARLONG
Grade 3	WWA Body systems Aug - Sep	HTWW Forces & Motion Oct - Nov	WWAPT Explorers Nov - Jan	HWEO Messages Feb - Mar	HWOO Organisations Apr - Jun	STP Conflict YEARLONG
Grade 4	WWA Values & Beliefs Aug - Sep	STP Ecosystems Sep - Oct	HTWW Energy Nov - Dec	WWAPT Earth Science Jan - Mar	HWOO Signifiant People Apr - Jun	HWEO PRODUCTION Mar
Grade 5	HWOO Citizenship Aug - Sep	STP Biodiversity Oct - Nov	HWEO PYPX Nov - Feb	WWAPT Migration Feb - Apr	HTWW Matter May - Jun	WWA Identity YEARLONG


**Service Learning & Mission in Action Units of Inquiry**

	①	②	③	④	⑤	⑥
PreK-3	WWA Play Aug - Oct	HWOO Roles & Community Nov - Jan	HWE0 Imagination Feb - Mar	STP Nature Apr - Jun Community Garden		
PreK-4	WWA Connection Aug - Oct	HWE0 Celebrations Nov - Feb <i>Jacob's House</i>	HWOO Collaboration Feb - Apr	HTWW Environment Apr - Jun Community Garden		
Kindy	WWA Belonging Aug - Oct	HWE0 Creativity Oct - Dec	HTWW Simple Machines Jan - Mar <i>Accessibility &amp; Inclusion</i>	STP Living Things Apr - Jun Community Garden		
Grade 1	WWAPT Personal histories Aug - Sep	HWOO Structures Oct - Nov	HWE0 Light & Sound Nov - Jan <i>Festival of Light</i>	HTWW Space Feb - Mar	STP Habitats Apr - Jun	WWA Well-being YEARLONG
Grade 2	WWA Role models Aug - Sept	STP Water Oct - Nov	HWE0 Materials Dec - Jan	HWOO Marketplaces Feb - Mar <i>Dongdaewon</i>	HTWW Lifecycles Apr - Jun	WWAPT Geography YEARLONG
Grade 3	WWA Body systems Aug - Sep	HTWW Forces & Motion Oct - Nov	WWAPT Explorers Nov - Jan	HWE0 Messages Feb - Mar <i>Advertising</i>	HWOO Organisations Apr - Jun	STP Conflict YEARLONG
Grade 4	WWA Values & Belifs Aug - Sep	STP Ecosystems Sep - Oct	HTWW Energy Nov - Dec	WWAPT Earth Science Jan - Mar	HWOO Significant People Apr - Jun	HWE0 PRODUCTION Mar
Grade 5	HWOO Citizenship Aug - Sep	STP Biodiversity Oct - Nov	HWE0 PYPX Nov - Feb	WWAPT Migration Feb - Apr	HTWW Matter May - Jun	WWA Identity YEARLONG

**Science & Social Studies Concept Map (AERO and NGSS subject specific concepts and related concepts)**

CONCEPT MAP	Who we are	Where we are...	How we express ourselves...	How the world...	How we organise...	Sharing the planet
<b>Kindergarten</b>	Belonging & Identity Society Conflict		Agents of Action Culture Creativity	Forces & Problem solving Technology Forces		Habitats Conflict Nature
<b>Grade 1</b>	Wellbeing Society Conflict	Historical Evidence Society Continuity	Light & Sound Technology Culture	Space Technology Continuity	Structures & Problem solving Technology Geography	Habitats Heridity Production
<b>Grade 2</b>	Role models Culture Society	Civilizations Continuity Geography	Design Technology Sustainability	Materials Life Cycles Patterns	Sustainability Markets Production	Water Scarcity Equality Conflict
<b>Grade 3</b>	Human Body Heridity Conflict	Explorers Continuity Culture	Society Creativity Technology	Forces & Motion Inventions Forces	Organizations Sustainability Geography	Belonging Identity Conflict
<b>Grade 4</b>	Beliefs & Values Society Culture	Significant People Conflict Continuity	Technology Waves Conflict	Earth Science Geology Plate Tectonics	Energy Conflict Production	Ecosystems Geography Biology
<b>Grade 5</b>	Society Culture Identity	Migration Geography Continuity	Design Technology Empathy	Scientific Method Experiments Matter	Conflict Governance Citizenship	Biodiversity Energy Conservation

**Library Information Literacy Unit Focuses**

	Who we are	Where we are...	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet	
PreK-3	<b>Standard 5: Explore</b> <ul style="list-style-type: none"> <li>Expressing curiosity about a topic of personal interest</li> </ul>	 <a href="#">The SFS Library Information Literacy Scope &amp; Sequence</a>	<b>Standard 2: Include</b> <ul style="list-style-type: none"> <li>Listening to perspectives and opinions of others</li> </ul>	<b>Standard 6: Engage</b> <ul style="list-style-type: none"> <li>Evaluating information for accuracy</li> </ul>		<b>Standard 1: Inquire</b> <ul style="list-style-type: none"> <li>Continually seeking knowledge</li> </ul>	
PreK-4	<b>Standard 1: Inquire</b> <ul style="list-style-type: none"> <li>Continually seeking knowledge</li> </ul>		<b>Standard 5: Explore</b> <ul style="list-style-type: none"> <li>Expressing curiosity about a topic of personal interest</li> </ul>	<b>Standard 4: Curate</b> <ul style="list-style-type: none"> <li>Understand that information can come from various sources</li> </ul>	<b>Standard 2: Include</b> <ul style="list-style-type: none"> <li>Listening to perspectives and opinions of others</li> </ul>		
KG	<b>Standard 6: Engage</b> <ul style="list-style-type: none"> <li>Evaluating information for accuracy</li> </ul>		<b>Standard 5: Explore</b> <ul style="list-style-type: none"> <li>Expressing curiosity about a topic of personal interest</li> </ul>	<b>Standard 3: Collaborate</b> <ul style="list-style-type: none"> <li>Developing new understandings through engagement in a learning group</li> </ul>			<b>Standard 1: Inquire</b> <ul style="list-style-type: none"> <li>Formulating questions about a personal interest or inquiry topic</li> </ul>
Grade 1	<b>Standard 5: Explore</b> <ul style="list-style-type: none"> <li>Engaging in inquiry-based processes for personal growth</li> </ul>	<b>Standard 6: Engage</b> <ul style="list-style-type: none"> <li>Acknowledging authorship and respecting the for the intellectual property of others</li> </ul>	<b>Standard 5: Explore</b> <ul style="list-style-type: none"> <li>Reading widely</li> </ul>	<b>Standard 1: Inquire</b> <ul style="list-style-type: none"> <li>Continually seeking knowledge</li> </ul>	<b>Standard 3: Collaborate</b> <ul style="list-style-type: none"> <li>Actively contributing to group discussions</li> </ul>	<b>Standard 4: Curate</b> <ul style="list-style-type: none"> <li>Recognising the need to gather information</li> </ul>	
Grade 2	<b>Standard 5: Explore</b> <ul style="list-style-type: none"> <li>Reading widely</li> </ul>	<b>Standard 6: Engage</b> <ul style="list-style-type: none"> <li>Evaluating information for accuracy</li> </ul>	<b>Standard 5: Explore</b> <ul style="list-style-type: none"> <li>Engaging in inquiry-based processes for personal growth</li> </ul>	<b>Standard 4: Curate</b> <ul style="list-style-type: none"> <li>Recognising the need to gather information</li> </ul>	<b>Standard 6: Engage</b> <ul style="list-style-type: none"> <li>Acknowledging authorship and respecting the for the intellectual property of others</li> </ul>	<b>Standard 4: Curate</b> <ul style="list-style-type: none"> <li>Identifying possible sources of information</li> </ul>	
Grade 3	<b>Standard 1: Inquire</b> <ul style="list-style-type: none"> <li>Continually seeking knowledge</li> </ul>	<b>Standard 1: Inquire</b> <ul style="list-style-type: none"> <li>Formulating questions about a personal interest or inquiry topic.</li> </ul> <b>Standard 4: Curate</b> <ul style="list-style-type: none"> <li>Incorporate technology resources such as online encyclopedias, databases and search engines to locate information</li> </ul>	<b>Standard 3: Collaborate</b> <ul style="list-style-type: none"> <li>Actively contributing to group discussions</li> </ul>	<b>Standard 4: Curate</b> <ul style="list-style-type: none"> <li>Recognising the need to gather information</li> </ul>	<b>Standard 3: Collaborate</b> <ul style="list-style-type: none"> <li>Establishing connections to other learners to build on their own prior knowledge and create new knowledge.</li> </ul>	<b>Standard 2: Include</b> <ul style="list-style-type: none"> <li>Interacting respectfully with learners who reflect a range of perspectives</li> </ul>	
Grade 4	<b>Standard 3: Collaborate</b> <ul style="list-style-type: none"> <li>Involving diverse</li> </ul>	<b>Standard 6: Engage</b> <ul style="list-style-type: none"> <li>Evaluating information for</li> </ul>		<b>Standard 1: Inquire</b> <ul style="list-style-type: none"> <li>Continually seeking</li> </ul>	<b>Standard 5: Explore</b> <ul style="list-style-type: none"> <li>Engaging in inquiry-based</li> </ul>	<b>Standard 6: Engage</b> <ul style="list-style-type: none"> <li>Acknowledging authorship</li> </ul>	

	<p>perspectives in their own inquiry processes</p> <p><b>Standard 6: Engage</b></p> <ul style="list-style-type: none"> <li>● Participating as a positive active digital citizen</li> </ul>	accuracy		knowledge	<p>processes for personal growth</p> <p><b>Standard 6: Engage</b></p> <ul style="list-style-type: none"> <li>● Understanding and practicing ethical use of information</li> </ul>	and respecting the for the intellectual property of others
<b>Grade 5</b>	<p><b>Standard 2: Include</b></p> <ul style="list-style-type: none"> <li>● Interacting respectfully with learners who reflect a range of perspectives</li> </ul> <p><b>Standard 5: Explore</b></p> <ul style="list-style-type: none"> <li>● Reading widely and explore a variety of genres</li> </ul>	<p><b>Standard 2: Include</b></p> <ul style="list-style-type: none"> <li>● Demonstrating interest in others' perspectives</li> </ul>		<p><b>Standard 6: Engage</b></p> <ul style="list-style-type: none"> <li>● Utilizing online citation creator and standard citation style (Noodletools and MLA)</li> </ul> <p><b>Standard 4: Curate</b></p> <ul style="list-style-type: none"> <li>● Evaluating the quality usefulness and accuracy of sources</li> </ul>	<p><b>Standard 1: Inquire</b></p> <ul style="list-style-type: none"> <li>● Formulating questions about a personal interest or inquiry topic</li> <li>● Devising and implementing a plan to fill knowledge gaps</li> </ul> <p><b>Standard 5: Explore</b></p> <ul style="list-style-type: none"> <li>● Expressing curiosity about a topic of personal interest</li> </ul>	<p><b>Standard 4: Curate</b></p> <ul style="list-style-type: none"> <li>● Incorporate technology resources such as online encyclopedias, databases and search engines to locate information</li> </ul>



Literacy Unit Focuses

UNIT SEQUENCE	①	②	③	④	⑤
Kindy	<p>WWA - Agency We are Readers Launching Story Workshop and Writing Workshop Aug - Oct</p>	<p>HWE0 - Creativity Super Powers (reading strategies - sight words) Information Oct - Dec</p>	<p>HTWW - Simple Machines Bigger Books How To Writing Jan - Mar</p>	<p>STP - Living Things Avid Readers Opinion Apr - Jun</p>	
Grade 1	<p>WWAPT - Personal History Building reading habits Narrative - small moments Aug - Sep</p>	<p>HWO0 - Structure Learning About the World Information - Oct - Nov</p>	<p>HWE0 - Light &amp; Sound Poetry Poetry Nov - Jan</p>	<p>HTWW - Space Readers Have Big Jobs to Do Opinion - Writing Reviews Feb - March</p>	<p>STP - Habitats Meeting Characters and Learning Lessons Narrative - Writing Scenes Apr - Jun</p>
Grade 2	<p>WWA - Role Models Studying Characters Narrative - small moments Aug - Sept</p>	<p>STP - Water Non Fiction - Bigger Books Opinion Writing Oct - Nov</p>	<p>HWE0 - Materials Non Fiction - Becoming Experts Non Fiction How to Guide Dec - Jan</p>	<p>HWO0 - Marketplaces Series Book Clubs Narrative Feb - Mar</p>	<p>HTWW - Lifecycles Poetry Poetry Apr - Jun</p>
Grade 3	<p>WWA - Human Body Building a reading life Crafting true stories Aug - Sep</p>	<p>HTWW - Forces &amp; Motion Information Information Oct - Nov</p>	<p>WWAPT - Explorers Character Studies Biography / Diary Writing Nov - Jan</p>	<p>HWE0 - Messages Mystery Reading Fairytale Feb - Mar</p>	<p>HWO0 - Organisations Research Clubs Opinion Writing Apr - Jun</p>
Grade 4	<p>WWA - Beliefs Interpreting Characters Opinion Aug - Sept</p>	<p>STP - Ecosystems Information Information Sep - Oct</p>	<p>HTWW - Energy Details and Synthesis - Fiction Reading and Writing about Reading Nov - Dec</p>	<p>WWAPT - Earth Science Fantasy Jan - Mar</p>	<p>HWO0 - Significant People Biographies Apr - Jun</p>
Grade 5	<p>HWO0 - Citizenship Fantasy Book Clubs Narrative Aug - Sept</p>	<p>STP - Biodiversity Information Information Oct - Nov</p>	<p>HWE0 - PYPX Argument and Advocacy Nov - Feb</p>	<p>WWAPT - Migration Book Clubs Narrative Writing Feb - Apr</p>	<p>HTWW - Matter Poetry May - Jun</p>

Early Learner Programme of Inquiry | Pre-Kindergarten 3

PreK-3	Who we are	How we organize ourselves	How we express ourselves	Sharing the planet
Central Idea	Through play our experiences and interests help us grow.	Every member of our community has roles and responsibilities.	Imagination helps us think, explore and create.	Our connection to the natural world inspires us to care for and support our environment.
Lines of inquiry	<ul style="list-style-type: none"> <li>● Learning and growing through play</li> <li>● Positive relationships</li> <li>● Our community</li> </ul>	<ul style="list-style-type: none"> <li>● Rules to keep us safe</li> <li>● Roles and responsibilities</li> <li>● What do we need to organise ourselves</li> </ul>	<ul style="list-style-type: none"> <li>● Imaginative Play</li> <li>● Ways we express imagination</li> <li>● Responding to our own and others' imagination</li> </ul>	<ul style="list-style-type: none"> <li>● Features of the natural world</li> <li>● Sharing the natural world</li> <li>● Caring for the natural world</li> </ul>
Concepts	Function, Responsibility, Connection <i>Belonging</i>	Responsibility, Causation, <i>Relationships</i>	Perspective, Function <i>Creativity</i>	Connection, Change, Form, <i>Nature</i>
ATLS	Pre-K Approaches to Learning - Reporting - SFS   2019 2020			
Learner Profile	Principled, Caring	Communicators, Knowledgeable	Open-minded, Thinker, Risk-taker	Inquirer, Reflective, Balanced
Writing	SFS Emergent Maths - opportunities in Play SFS Symbolic Learning - opportunities in Play			
Reading				
Maths				
Specialist Integration	Arts, PE, Korean	PE, PSE, Korean	Arts, PSE, Korean	Arts, Korean

**Early Learner Programme of Inquiry | Pre-Kindergarten 4**

PreK-4	Who we are	How we express ourselves	How we organize ourselves	How the world works
<b>Central Idea</b>	Learning about WE helps me understand ME.	Traditions and celebrations connect people from various cultures.	Working with others can help our ideas grow.	Changes in the environment affect everyday life.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>Relationships with others in our community.</li> <li>How we belong to our community.</li> <li>How we support every member of our community.</li> </ul>	<ul style="list-style-type: none"> <li>Personal and shared celebrations</li> <li>Features of celebrations</li> <li>Ways in which we can celebrate our community</li> </ul>	<ul style="list-style-type: none"> <li>Where ideas come from</li> <li>How we can organize our ideas</li> <li>How can we work together to grow our ideas</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Changes that can be observed in our environment</li> <li>Changes that affect living things</li> <li>How do people care for the environment</li> <li></li> </ul>
<b>Concepts</b>	Connection, Responsibility, Relationships, Community	Form, Perspective, Connection, Storytelling, Celebrations, Traditions	Function, Causation, Responsibility, Cooperation, Collaboration	Form, Change, Causation, Lifecycles, Seasons
<b>ATLS</b>	Pre-K Approaches to Learning - Reporting - SFS   2019 2020			
<b>Learner Profile</b>	Open-minded, Principled, Caring	Communicators, Reflective	Thinkers, Courageous	Balanced, Knowledgeable, Inquirers
<b>Writing</b>	SFS Emergent Maths - opportunities in Play SFS Symbolic Learning - opportunities in Play			
<b>Reading</b>				
<b>Maths</b>				
<b>Specialist Integration</b>	PSE, PE, Korean	Arts, PSE, Korean, Music	Arts, Korean	PE, Korean

**Early Learner Programme of Inquiry | Kindergarten**

<b>KINDY</b>	<b>Who we are</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>Sharing the planet</b>
<b>Central Idea</b>	Agentic learners cooperate, care and share.	Creatives use different skills and strategies to communicate their thinking.	Simple machines make work easier and improve our quality of life	The actions of people impact other living things.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• What it means to be a learner</li> <li>• What we contribute to this community</li> <li>• How we make sure we all belong to this community</li> </ul>	<ul style="list-style-type: none"> <li>• Skills and strategies for expression</li> <li>• Different types of thinking</li> <li>• Creatives that take Action</li> </ul>	<ul style="list-style-type: none"> <li>• Different kinds of simple machines</li> <li>• How simple machines work</li> <li>• How simple machines can make work easier for us and others</li> </ul>	<ul style="list-style-type: none"> <li>• The needs of living things</li> <li>• Ways we can be responsible for our environment</li> </ul>
<b>Concepts</b>	Form , Responsibility, <i>Belonging, Community, Expression</i>	Perspective, Change, Function, <i>Creativity, Collaboration</i>	Form, Function, Connection, <i>Forces, Simple machines</i>	Causation, Responsibility, <i>Living things, Environment, Habitats</i>
<b>ATLS</b>	Social - Interpersonal Relationships Communication - Exchanging information (listening, interpreting and speaking) Self-Management - Organization	Social - Social and emotional Communication - Literacy Thinking - Transfer Thinking - Creative	Self-Management - States of mind Thinking - Critical (analysing and evaluating) Research - Information Literacy	Research - Information Literacy Thinking - Reflection
<b>Learner Profile</b>	Courageous, Caring, Open-Minded, Principled	Communicators, Knowledgeable, Reflective	Inquirer, Knowledgeable, Thinkers	Caring, Reflective, Balanced
<b>Literacy</b>	Personal Narratives & We are readers	Information & Reading strategies	Opinion & Reading stamina	Narrative & Avid readers
<b>Maths</b>	ZEARN Mission One ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four	ZEARN Mission Five ZEARN Mission Six

Lower Elementary Programme of Inquiry | Grade 1

GRADE 1	Where we are...	How we organize...	How we express ourselves	How the world works	Sharing the planet	Who we are YEAR LONG
<b>Central Ideas</b>	Historical evidence provides insight into personal history and identity.	People plan and build structures considering purpose, design, and location.	Light and sound affect the way we experience the world.	Earth is part of an immense system called the universe.	Habitats have features that living things rely on for survival	The choices we make that affect our well-being.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>Personal history</li> <li>How personal history is recorded over time</li> <li>Connections between personal history and identity</li> </ul>	<ul style="list-style-type: none"> <li>Structures and their design</li> <li>How communities and structural design influence each other</li> <li>How structures can be designed to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>How light and sound is created</li> <li>How light and sound affects us in different ways</li> <li>How light and sound can be used as a form of expression</li> </ul>	<ul style="list-style-type: none"> <li>Earth's place within the universe</li> <li>The impact of Earth's position and movement relative to the sun and stars</li> <li>Space technology that has impacted our lives</li> </ul>	<ul style="list-style-type: none"> <li>Features of habitats</li> <li>Connections between living things and their habitat</li> <li>Ways in which we can take Action for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Aspects of well-being</li> <li>Choices that impact well-being</li> <li>Ways we can support community well-being</li> </ul>
<b>Key &amp; Related Concepts</b>	Form, Causation, Perspective, Evidence, History	Function, Causation, Change, Design, Structures, Architecture	Perspective, Function, Science, Light, Sound, Creativity	Function, Connection, Change, Seasons, Space, Technology	Form, Connection, Responsibility, Living things, Habitats, Environment	Form, Causation, Responsibility, Well-being, Community, Health
<b>ATLS</b>	Communication skills - Exchange Social skills - Social & emotional	Thinking skills - Critical, Transfer Research - Information Literacy, ICT	Communication skills - Literacy Thinking skills - Creative	Research skills - Media, Ethical use Social skills - Interpersonal	Self-management skills - Organization Thinking skills - Reflective	Self-management skills - States of mind
<b>Learner Profile</b>	Open-minded, Communicators, Reflective	Inquirer, Risk-taker, Caring	Inquirer, Risk-taker, Knowledgeable	Reflective, Knowledgeable, Thinker	Principled, Caring, Communicator	Balanced,
<b>Literacy</b>	Personal narrative & Reading habits	Information & Non-fiction reading	Poetry	Opinion	Narrative & Character studies	<i>PSE, and PE Led transdisciplinary unit of inquiry</i>
<b>Maths</b>	ZEARN Mission One	ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four	ZEARN Mission Five ZEARN Mission Six	

Lower Elementary Programme of Inquiry | Grade 2

GRADE 2	Who we are	Sharing the planet	How we express ourselves	How we organize ourselves	How the world works	Where we are... YEAR LONG
<b>Central Ideas</b>	Choices of role models reflect our values and the communities we belong to.	Access to water affects living things and their environment.	Materials can be changed to meet a specific purpose.	Marketplaces are determined by their location and communities.	There are patterns in nature that can be observed and predicted over time.	Understanding the geography of a place provides insight into the people that live there.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>Individual and shared values</li> <li>How and why role models are chosen</li> <li>The influence of role models on individuals and societies</li> </ul>	<ul style="list-style-type: none"> <li>The properties and states of water</li> <li>Water as a resource</li> <li>Action we can take to protect and better share water</li> </ul>	<ul style="list-style-type: none"> <li>The properties of materials</li> <li>Changes in materials</li> <li>How materials can be manipulated for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>The needs and wants of communities</li> <li>The systems and organization of marketplaces</li> <li>Ways in which we can organize collective action</li> </ul>	<ul style="list-style-type: none"> <li>Life cycle patterns can be observed in nature</li> <li>Nature's cycles are interconnected</li> <li>Opportunities for conservation</li> </ul>	<ul style="list-style-type: none"> <li>The diverse ways in which people navigate, represent, and define their sense of place.</li> <li>The reciprocal relationship between a location's geography and the development of its cultural practices and traditions.</li> </ul>
<b>Key &amp; Related Concepts</b>	Perspective, Change, <i>Role-Models, Values, Society</i>	Responsibility, Causation, Connection, <i>Dependency, Sustainability</i>	Form, Change, Causation, <i>Materials, Irreversible / Reversible</i>	Perspective, Function, Responsibility, <i>Marketplaces, Needs / Wants</i>	Connection, Function, Change, <i>Conservation, Patterns, Growth</i>	Form, Connection, <i>Location, Culture, Diversity</i>
<b>ATLS</b>	Social Skills - Interpersonal Relationships Communication - ICT skills Thinking Skills - Reflective	Thinking Skills - Critical Self Management - States of Mind	Thinking Skills - Creative Thinking Skills - Transfer	Social Skills - Social Emotional Intelligence Self Management - Organisation	Communication Skills - Exchanging Communication Skills - information skills Research skills - Information	Research skills - Media Research skills - Ethical
<b>Learner Profile</b>	Risk-takers, Principled	Caring, Balanced	Thinkers	Open-Minded	Inquirers, Communicators	Knowledgeable, Reflective
<b>Literacy</b>	Narrative & Character studies	Opinion & Chapter books	Information	Narrative & Book clubs	Poetry	<i>STEM, Visual Arts, PE, and PSE Led transdisciplinary unit of inquiry</i>
<b>Maths</b>	ZEARN Mission One	ZEARN Mission Two ZEARN Mission Three	ZEARN Mission Four	ZEARN Mission Five ZEARN Mission Six	ZEARN Mission Seven ZEARN Mission Eight	

Upper Elementary Programme of Inquiry | Grade 3

GRADE 3	Who we are	How the world works	Where we are...	How we express ourselves	How we organise...	Sharing The Planet YEAR LONG
<b>Central Ideas</b>	The effective interactions between human body systems contribute to health and survival	Exploring the connection between forces and motion provides insight into daily application	Human exploration leads to discovery and develops new understandings	People can create or manipulate messages to target specific audiences	Organizations support the natural world in response to human activities.	Resolutions to conflict can be influenced by actions and reactions.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>● Body systems and how they work</li> <li>● How body systems are interdependent</li> <li>● The impact of lifestyle choices on the body</li> </ul>	<ul style="list-style-type: none"> <li>● The relationships between forces and motion</li> <li>● Variables that affect motion</li> <li>● The application of forces</li> </ul>	<ul style="list-style-type: none"> <li>● The role of exploration in shaping society</li> <li>● How exploration leads to new understandings</li> <li>● The importance of exploration in our lives</li> </ul>	<ul style="list-style-type: none"> <li>● The structure and features for different types of messages</li> <li>● The ways that we can create or manipulate messages to target a specific audience</li> <li>● How people respond to messages</li> </ul>	<ul style="list-style-type: none"> <li>● Resources of the natural world</li> <li>● Activities that affect the natural world</li> <li>● Organizations that respond and care for the natural world</li> </ul>	<ul style="list-style-type: none"> <li>● Causes of conflict</li> <li>● Consequences of conflict</li> <li>● Strategies used to resolve conflict</li> <li>● Our role in conflict resolution</li> </ul>
<b>Concepts</b>	Function, Connection, Responsibility, <i>Systems, Interdependence, Health</i>	Function, Causation, Connection, <i>Scientific method, Experiments, Forces</i>	Change, Connection, Perspective <i>Innovation, Exploration, Society</i>	Form, Perspective, Responsibility <i>Messages, Response, Communication, Service</i>	Form, Causation, Change, <i>Organizations, Natural world, Advocacy</i>	Causation, Perspective, Responsibility, <i>Conflict, Community, Resolutions</i>
<b>ATLS</b>	Self-Management Skills - Organization Thinking - Reflection and metacognition	Self-Management Skills - Organization Thinking skills - Information Transfer	Thinking skills - Creative-thinking Research skills - Media literacy Communication skills - Literacy	Communication skills - ICT Social skills - Interpersonal relationships Research skills - Ethical use	Thinking skills - Critical Thinking Research skills - Information Literacy Communication skills - exchanging-information skills	Social skills - Social-emotional intelligence Self-management skills - States of mind
<b>Learner Profile</b>	Knowledgeable, Balanced, Inquirers	Inquirers, Risk-takers, Reflective	Inquirers, Knowledgeable, Risk-takers	Communicators, Open-minded, Caring	Thinkers, Communicators, Open-minded, Principled	Thinkers, Caring, Principled
<b>Literacy</b>	Building a Reading Life & Crafting True Stories	Information	Biography	Fairy Tale writing & Mystery reading	Opinion & Research clubs	<i>STEM, Visual Arts, and PE Led transdisciplinary unit of inquiry</i>
<b>Maths</b>	ZEARN Mission One	ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four ZEARN Mission Five	ZEARN Mission Six ZEARN Mission Seven	

Upper Elementary Programme of Inquiry | Grade 4

GRADE 4	Who we are	Sharing the planet	How the world...	Where we are...	How we organize...	How we express... PRODUCTION
<b>Central Ideas</b>	Cultural heritage can shape beliefs, values, and actions.	Living things respond to their surroundings in order to survive.	Energy may be converted from one form to another to be used in various ways.	Natural forces change and shape the Earth.	Societies are developed by significant events and people.	Performing arts foster self-expression and collaboration in a community.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>How cultural heritage can shape the way people live their lives</li> <li>Personal and shared beliefs and values</li> <li>How culture, beliefs and values affect our actions</li> </ul>	<ul style="list-style-type: none"> <li>Adaptations of plants and animals</li> <li>The role and transformation of energy within an ecosystem</li> <li>Our role in the balance of an ecosystem</li> </ul>	<ul style="list-style-type: none"> <li>The transformation of energy</li> <li>How circuits are designed</li> <li>How energy is supplied in sustainable ways</li> </ul>	<ul style="list-style-type: none"> <li>How we describe the properties and shapes on the earth surface</li> <li>Processes that transform the earth's surface</li> <li>How landforms impact human systems</li> </ul>	<ul style="list-style-type: none"> <li>Impact of events on society</li> <li>Impact of significant people on society</li> <li>Using the lessons of history for taking socially responsible action</li> </ul>	<ul style="list-style-type: none"> <li>How artistic expressions communicate diverse perspectives</li> <li>Ways in which the Arts build community</li> <li>The role of the arts in celebrating diversity.</li> </ul>
<b>Concepts</b>	Perspective, Connection, Values	Form, Function, Survival	Change, Function Energy	Change, Causation Transformation	Causation, Responsibility, Impact	Responsibility, Perspective,, Expression
<b>ATLS</b>	Social skills - Social & emotional Communication skills - Exchanging information	Self-Management skills - Organization Research skills - Ethical use	Thinking skills - Transfer Thinking skills - Reflective	Research skills - Information literacy Thinking Skills - Creative Thinking	Thinking skills - Critical thinking Communication skills - Literacy Research skills - Media literacy	Social Skills - Interpersonal relationships Self-management skills - States of mind
<b>Learner Profile</b>	Reflective, Open-minded	Knowledgeable, Balanced	Inquirers	Thinkers	Communicators, Principled	Courageous, Caring
<b>Literacy</b>	Opinion & Interpreting characters	Information	Details and Synthesis	Fantasy	Biographies	STEM, Visual Arts, PSE, PE & Music Led
<b>Maths</b>	ZEARN Mission One	ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four ZEARN Mission Five	ZEARN Mission Six ZEARN Mission Seven	



Upper Elementary Programme of Inquiry | Grade 5

GRADE 5	How we organize...	Sharing the planet	PYPX How we express ourselves	Where we are...	How the world works	Who we are YEAR LONG
<b>Central Ideas</b>	Governing systems determine how society meets the needs of its citizens.	Biodiversity makes ecosystems resilient in the face of change.	Through design, global citizens apply creativity to take action to make a positive change.	Human migration is a response to challenges, risks and opportunities	The scientific process is used to investigate properties of matter.	Personal perspectives influence how people communicate and express their identity.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>How citizens contribute to their communities</li> <li>Rights and responsibilities of citizens</li> <li>Different government systems</li> </ul>	<ul style="list-style-type: none"> <li>The three types of diversity - genetic, species and ecosystem</li> <li>Biodiversity is a measure of health in the natural world</li> <li>Ways we can maintain and support biodiversity</li> </ul>	<ul style="list-style-type: none"> <li>How the design process works</li> <li>How challenges are identified and met</li> <li>Positive action we can take</li> </ul>	<ul style="list-style-type: none"> <li>Personal connections to migration</li> <li>Reasons why people migrate</li> <li>Effects of migration on people and places</li> </ul>	<ul style="list-style-type: none"> <li>Attributes of matter</li> <li>Ways matter can change</li> <li>Skills and techniques that support scientific thinking</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on, expanding, and enjoying creativity.</li> <li>Expressing feelings, ideas, and understanding through theatre.</li> <li>How collaborative projects create community</li> </ul>
<b>Concepts</b>	Function, Responsibility, <i>Citizenship, Power, Systems,</i>	Form, Connection, Change <i>Biodiversity, Resilience</i>	Function, Perspective, Responsibility, <i>Design,</i>	Perspective, Causation, <i>Migration, Challenge, Risk</i>	Form, Change, <i>Matter, Scientific method,</i>	Perspective, Function, <i>Expression, Perception,</i>
<b>ATLS</b>	Communication skills - Exchange Social skills - Interpersonal Self-Management - Organization	Research skills - Ethical Use Communication skills - ICT	Communication skills - Literacy Research skills - ICT Thinking skills - Transfer Self-Management skills - States of mind	Thinking skills - Reflective Social skills - Social & emotional	Thinking skills - Critical Thinking skills - Transfer	Research skills - Media literacy Thinking Skills - Creative
<b>Learner Profile</b>	Communicators, Principled	Inquirers, Knowledgeable	Open-minded, Risk-takers	Reflective, Caring	Thinkers, Reflective	Reflective, Open-minded
<b>Literacy</b>	Personal Narrative & Book clubs	Information	Argument & Advocacy	Narrative & Book club	Poetry	<i>Visual Arts, PSE, PE &amp; Music Led</i>
<b>Maths</b>	ZEARN Mission One	ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four	ZEARN Mission Five ZEARN Mission Six	