












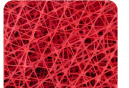














# Steele Elementary

## Programme of Inquiry 2024 - 25

| Grade   | How we express ourselves  | How the world works  | Who we are   | How we organize ourselves  | Sharing the planet   | Where we are in place and time   |
|---------|---|--|--|--|--|--|
|         | <p>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>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>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>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>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>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>  |
| Kinder  | <div> <b>Celebrating Me</b><br/>5 Weeks</div> <p><b>Central idea:</b><br/>Humans celebrate their similarities and differences.</p> <p><b>Key concepts:</b><br/>Change, Connection, Perspective</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>English<br/>Point of view, Forms of expression, Self-expression, Oral communication skills</li><li>Arts<br/>Audience, Construct meaning, Representation</li><li>PSPE<br/>Perspective, Interaction, Choice, (non-) performance/ playing situation, Balance</li><li>Perspective<br/>Similarities, mindfulness, Progress and diversity, Citizenship and community, identity, Differences</li><li>Change<br/>Progress and diversity , Citizenship and community, relationships</li><li>Connection<br/>Cooperation, Culture, social organization and culture, Adaptation, growth, Family, Diversity , Interdependence, Interaction , Beliefs, Relationships</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>How do learners change over time based on new experiences (Change)</li><li>How can celebrate our uniqueness while embracing the similarities and differences within those around us (Connection)</li><li>How can we respect the diversity of others while sharing our own personal experiences (Perspective)</li></ol> | <div> <b>Pushes &amp; Pulls</b><br/>6 Weeks</div> <p><b>Central idea:</b><br/>Force and speed impact movement</p> <p><b>Key concepts:</b><br/>Function, Connection, Causation</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Mathematics<br/>Patterns, Lines of reasoning, Form</li><li>PSPE<br/>Movement, Force, Space, Projectile motion</li><li>Science and Technology<br/>Physical sciences, Transfer, Physics</li><li>Arts<br/>Innovation</li><li>Causation<br/>patterns, impact, consequences,</li><li>Connection<br/>Consequences, Interdependence, Relationships</li><li>Function<br/>Systems</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>• How motion is affected by a force (Causation).</li><li>• The interactions between objects or a systems of objects (Connection).</li><li>• How motion impacts our lives (Function).</li></ol> | <div> <b>Physical and Personal ...</b><br/>3 Weeks</div> <p><b>Central idea:</b><br/>It is our job to help all of the parts of our body to function well.</p> <p><b>Key concepts:</b><br/>Function, Connection, Responsibility</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>PSPE<br/>Movement, Balance, Choice</li><li>English<br/>Self-expression, Meaning, Literature</li><li>Connection<br/>Adaptation, growth,</li><li>Perspective<br/>mindfulness, Innovation and Exploration</li><li>Change<br/>systems,</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>How we use our bodies</li><li>How to keep our bodies and minds healthy</li><li>Our choices affect our personal and physical health</li></ol>  | <div> <b>Societal Decision Making</b><br/>3 Weeks</div> <p><b>Central idea:</b><br/>Decision making is important for well-functioning societies.</p> <p><b>Key concepts:</b><br/>Function, Perspective, Responsibility</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Social Studies<br/>Systems, Citizenship, Choice</li><li>Perspective<br/>mindfulness, Rights, Citizenship and community</li><li>Function<br/>communication</li><li>Responsibility<br/>community, Choices, Communication</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>Fair decisions may be made in a democracy (Perspective)</li><li>Civic participation takes place in multiple groups and in various forms (Function)</li><li>People in a democracy should to vote in order to support changes that are important to them (Responsibility)</li></ol>   | <div> <b>Habitats</b><br/>4 Weeks</div> <p><b>Central idea:</b><br/>Interdependence sustains life in the natural world.</p> <p><b>Key concepts:</b><br/>Change, Connection, Causation</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>PSPE<br/>Movement, Interaction, Adaptation</li><li>Social Studies<br/>Systems, Location, Cooperation, Interdependence</li><li>English<br/>Genre, Conventions, Oral communication skills</li><li>Spanish<br/>Language, Constructing meaning, Message</li><li>Science and Technology<br/>Life sciences</li><li>Connection<br/>Adaptation, growth, life-cycles,</li><li>Change<br/>relationships, systems, interdependence</li><li>Causation<br/>patterns, impact, consequences,</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>Weather and habitat affect living things.</li><li>Living things adapt to meet their needs.</li><li>Structures of organisms enable life's functions</li></ol>  | <div> <b>Past and Present</b><br/>4 Weeks</div> <p><b>Central idea:</b><br/>The events of the past inform and influence who we are today.</p> <p><b>Key concepts:</b><br/>Change, Connection, Perspective</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Social Studies<br/>Past, Family, History, Tradition, Present, Cooperation</li><li>Mathematics<br/>similarities, sequencing, differences</li><li>English<br/>Point of view</li><li>Connection<br/>Relationships</li><li>Perspective<br/>Similarities, Migration, Differences</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>Identifying and sequencing important events (connection)</li><li>Differences and similarities in the lives of people (change)</li><li>The many ways we express our understanding (perspective)</li></ol>                                    |
| Grade 1 | <div> <b>Celebrations</b><br/>6 Weeks</div> <p><b>Central idea:</b><br/>Celebrations reflect the beliefs, values, and heritage of a culture.</p> <p><b>Key concepts:</b><br/>Function, Connection, Perspective</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Social Studies<br/>Family, Culture, Values, Choice, Diversity, Lifestyle, Beliefs</li><li>Perspective<br/>Similarities, Differences</li><li>Connection<br/>Truth, Diversity , Beliefs</li><li>Form<br/>Family, Traditions, Relationships</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>Celebrations can be a window into cultural heritage</li><li>International customs, artifacts, foods, music, and dance may be expressions of celebrations.</li><li>Celebrations can be related to culture, tradition, and history.</li></ol>  | <div> <b>Patterns</b><br/>4 Weeks</div> <p><b>Central idea:</b><br/>Patterns can be observed and predicted</p> <p><b>Key concepts:</b><br/>Change, Connection, Perspective</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Science and Technology<br/>Movement, Patterns, Earth sciences</li><li>Perspective<br/>Similarities, Innovation and Exploration, Differences</li><li>Change<br/>relationships, systems,</li><li>Connection<br/>Consequences</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>An inquiry into the movement of objects (Connection)</li><li>An inquiry into observable changes (Change)</li><li>An inquiry into patterns (Perspective)</li></ol>   | <div> <b>Creating a Classroom ...</b><br/>4 Weeks</div> <p><b>Central idea:</b><br/>Our actions impact our lives and the lives of others.</p> <p><b>Key concepts:</b><br/>Function, Connection, Responsibility</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Social Studies<br/>Family, Systems, Diversity, Ownership, Consequences, Structure, Cooperation, Interdependence</li><li>PSPE<br/>Perspective, Interaction</li><li>Responsibility<br/>roles, belonging, community, Communities, interactions, Communication, Teamwork</li><li>Connection<br/>Cooperation, Diversity , Consequences, Relationships</li><li>Function<br/>communication, Human systems, Belonging</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>Systems and rules within the classroom community (Function)</li><li>Responsibilities as a classroom and school community member are important. (Responsibility)</li><li>Personal histories are varied and can lead to collaboration (Connection)</li></ol>   | <div> <b>Health and Nutrition</b><br/>6 Weeks</div> <p><b>Central idea:</b><br/>The food we eat impacts our health and environment</p> <p><b>Key concepts:</b><br/>Function, Change, Connection</p> <p><b>Related concepts:</b><br/>Not defined</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>Origins of food we eat</li><li>Processes food goes through and their impact</li><li>People and systems involved in food production and distribution</li></ol>   | <div> <b>Adaptations</b><br/>5 Weeks</div> <p><b>Central idea:</b><br/>Living things adapt to their unique environments over time.</p> <p><b>Key concepts:</b><br/>Form, Function, Connection</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Social Studies<br/>Location, Geography</li><li>Science and Technology<br/>Environment, Function, Patterns, structure, Life sciences</li><li>Function<br/>Systems</li><li>Form<br/>Relationships</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>Relationships between living things and their environment.</li><li>Adaptations and survival</li><li>Characteristics of environments</li></ol>   | <div> <b>Measurement</b><br/>5 Weeks</div> <p><b>Central idea:</b><br/>Living things can be compared by size.</p> <p><b>Key concepts:</b><br/>Form, Change, Connection</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Change<br/>Chronology</li><li>Perspective<br/>production, roles</li><li>Connection<br/>employment</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>Measurement is important when considering the housing of animals</li><li>Humans can use addition and subtraction to understand the difference in length.</li><li>Knowledge can be shared through research and communication. (Change)</li></ol>  |
| Grade 2 | <div> <b>Stories</b><br/>7 Weeks</div> <p><b>Central idea:</b><br/>People around the world create stories to express emotion, ideas, and values.</p> <p><b>Key concepts:</b><br/>Form, Connection, Perspective</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Social Studies<br/>Culture</li><li>PSPE<br/>Perspective</li><li>Arts<br/>Expression</li><li>English<br/>Fictional genres</li><li>Perspective<br/>Similarities, Differences</li><li>Connection<br/>Family , Culture, Beliefs</li><li>Form<br/>Traditions</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>An inquiry into how literature invites different interpretations (Perspective)</li><li>An inquiry into how beliefs and values can be taught through stories (Connection)</li><li>An inquiry into different methods of storytelling? (Form)</li></ol>  | <div> <b>Materials and Matter</b><br/>7 Weeks</div> <p><b>Central idea:</b><br/>The use of materials helps us function effectively.</p> <p><b>Key concepts:</b><br/>Form, Function, Change</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Science and Technology<br/>Physical sciences, Form, Energy, Function, Patterns</li><li>Change<br/>relationships, Innovation and Exploration</li><li>Function<br/>Systems, education</li><li>Form<br/>Relationships</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>An inquiry into how matter is described, classified.</li><li>An inquiry into how matter and materials are used.</li><li>An inquiry into the way materials can be changed to suit a specific need</li></ol>  | <div> <b>Classroom Communities</b><br/>40 Weeks</div> <p><b>Central idea:</b><br/>Being mindful of oneself and others helps people develop strong communities.</p> <p><b>Key concepts:</b><br/>Connection, Perspective, Responsibility</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Social Studies<br/>Family, Diversity, Community</li><li>Arts<br/>Expression</li><li>English<br/>Self-expression</li><li>Perspective<br/>mindfulness, values, identity</li><li>Responsibility<br/>interactions, Choices, Teamwork, Leadership</li><li>Connection<br/>Interaction , Relationships</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>LOI 1: Personal beliefs and values - Rights and responsibilities a. What are rights and responsibilities and how do we respect each others' rights and responsibilities in our classroom community?</li><li>LOI 2: Impact of actions - What is an impact and How do our actions impact others?</li><li>LOI 3: Nurturing mindfulness a. What is mindfulness and how can we nurture it in our classroom?</li></ol> | <div> <b>Community Helpers</b><br/>7 Weeks</div> <p><b>Central idea:</b><br/>Humans contribute to their communities in many ways.</p> <p><b>Key concepts:</b><br/>Function, Connection, Responsibility</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>English<br/>Presentation style, Oral response, Oral communication skills</li><li>Social Studies<br/>Systems, Choice, Employment, Organization, Community</li><li>Responsibility<br/>roles, belonging, family, community, interactions</li><li>Connection<br/>Human systems and economic systems, social organization and culture</li><li>Function<br/>communication, employment, education</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>Humans learn from others by observing and listening. (Connection)</li><li>Helpers contribute and respond to specific community needs. (Responsibility)</li><li>Jobs are important to making the local and global economy and specific skill sets allow humans to perform these different jobs. (Function)</li></ol> | <div> <b>Ecosystems</b><br/>5 Weeks</div> <p><b>Central idea:</b><br/>Interdependence of plants and animals</p> <p><b>Key concepts:</b><br/>Change, Connection, Causation</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Science and Technology<br/>Environment, Life sciences</li><li>English<br/>Forms of expression</li><li>Change<br/>relationships</li><li>Causation<br/>impact</li><li>Connection<br/>life-cycles , Consequences, Interdependence</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>Living and nonliving things depend on each other</li><li>Plants and animals depend on each other</li><li>Some plants and animals live in certain habitats and not in others</li></ol>  | <div> <b>Earth Changes and ...</b><br/>4 Weeks</div> <p><b>Central idea:</b><br/>Changes on Earth can happen quickly and slowly.</p> <p><b>Key concepts:</b><br/>Causation, Change</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Mathematics<br/>Lines of reasoning</li><li>Social Studies<br/>Geography</li><li>Science and Technology<br/>Environmental sciences, Earth sciences</li><li>Perspective<br/>Similarities</li><li>Causation<br/>Responsibility, impact, consequences,</li><li>Change<br/>interdependence</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>Changes happens over time</li><li>Environmental forces can impact life on Earth</li></ol>  |
| Grade 3 | <div> <b>Voice and Vote</b><br/>2 Weeks</div> <p><b>Central idea:</b><br/>People may express their voices in pursuit of freedom, rights, and equality</p> <p><b>Key concepts:</b><br/>Form, Perspective, Responsibility</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Social Studies<br/>History, Government/governance, Citizenship, Choice, Rights, Community</li><li>English<br/>Point of view, Forms of expression</li><li>Perspective<br/>Similarities, Differences, identity</li><li>Responsibility<br/>Rights, Action</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>An inquiry into how people express their voices (Form)</li><li>An inquiry into voting as an expression of voice (Perspective)</li><li>An inquiry into civic participation (Responsibility)</li></ol>  | <div> <b>Innovation</b><br/>7 Weeks</div> <p><b>Central idea:</b><br/>Nature inspires innovation</p> <p><b>Key concepts:</b><br/>Form, Function, Connection</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Arts<br/>Innovation, Presentation</li><li>English<br/>Viewing and presenting, Terminology</li><li>Science and Technology<br/>Life sciences</li><li>Connection<br/>Adaptation, growth,</li><li>Function<br/>Systems</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>Observation of nature</li><li>Nature's solutions</li><li>Application of biomimicry</li></ol>   | <div> <b>Mindfulness</b><br/>40 Weeks</div> <p><b>Central idea:</b><br/>Mindfulness supports us in becoming our best selves.</p> <p><b>Key concepts:</b><br/>Connection, Causation, Responsibility</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Social Studies<br/>Supply &amp; demand, Resources, Equity, Interdependence</li><li>PSPE<br/>Perspective, Interaction, Strategy, Balance</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>Breath is our anchor. (connection)</li><li>Compassion for self and others leads to gratitude. (causation)</li><li>We take responsibility for the things within our control. (responsibility)</li></ol>   | <div> <b>Trade</b><br/>5 Weeks</div> <p><b>Central idea:</b><br/>Trade fosters interdependence within economic systems.</p> <p><b>Key concepts:</b><br/>Form, Change, Connection</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>Social Studies<br/>Supply &amp; demand, Resources, Equity, Interdependence</li><li>Form<br/>wealth</li><li>Connection<br/>trade</li><li>Causation<br/>interdependence</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>Exchange of goods and services (Form)</li><li>Relationships between trade, interdependence, and wealth (Connection)</li><li>Financial independence may be influenced by technology (Change)</li></ol>  | <div> <b>Our Shared Planet</b><br/>7 Weeks</div> <p><b>Central idea:</b><br/>Weather patterns vary across different regions and time scales, impacting our lives and the environment.</p> <p><b>Key concepts:</b><br/>Connection, Causation, Responsibility</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>English<br/>Presentation style, Oral communication skills</li><li>Mathematics<br/>Forms of mathematical representation, Pattern</li><li>Social Studies<br/>Geography</li><li>Science and Technology<br/>Models, Environment, Patterns, Earth sciences</li><li>Change<br/>systems,</li><li>Causation<br/>patterns</li><li>Connection<br/>Interaction , Relationships</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>An inquiry into identifying typical weather conditions and variations</li><li>An inquiry into patterns of climate around the world and their change over time</li><li>An inquiry into ways humans can reduce impacts of weather</li></ol> | <div> <b>Homelands &amp; Borderlands</b><br/>6 Weeks</div> <p><b>Central idea:</b><br/>Human migration impacts communities.</p> <p><b>Key concepts:</b><br/>Connection, Perspective, Causation</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"><li>English<br/>Point of view, Forms of expression, Critical literacy</li><li>Social Studies<br/>Culture, Conflict, Interdependence</li><li>Connection<br/>Artifacts</li><li>Perspective<br/>Migration</li><li>Causation<br/>Conflict</li></ul> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"><li>Peoples' experiences vary depending on perspective. (Perspective)</li><li>Students can build empathy for people by reading and responding to historical fiction. (connection)</li><li>Migration might create an impact on individuals, communities, and the environment. (Causation)</li></ol> |