

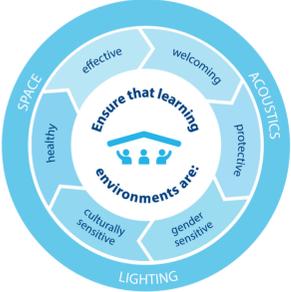
SEOUL
FOREIGN
SCHOOL
ELEMENTARY SCHOOL



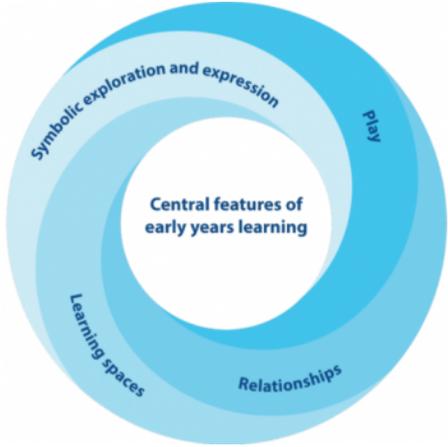
2025-2026
PROGRAMME
OF INQUIRY

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SFS ES Programme of Inquiry 2025-2026 | ALL CENTRAL IDEAS

TD THEMES	<p>Who we are An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> physical, emotional, and spiritual health and well-being relationships and belonging learning and growing 	<p>Where we are... An inquiry into histories and orientation in place, space, and time through:</p> <ul style="list-style-type: none"> periods, events, and artifacts communities, heritage, culture, and environment natural and human drivers of movement, adaptation, and transformation 	<p>How we express... An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social, and cultural modes and practices of communication Intentions, perceptions, interpretations, and responses 	<p>How the world... An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> patterns, cycles, systems diverse practices, methods, and tools discovery, design, innovation: possibilities and impacts 	<p>How we organise... An inquiry into systems, structures, and networks through:</p> <ul style="list-style-type: none"> interactions within and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration, and decision-making 	<p>Sharing the planet... An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> rights, responsibilities, and dignity of all pathways to just, peaceful, and reimagined futures nature, complexity, coexistence, and wisdom
PK2	People and places in our lives help us learn, grow, and feel safe.					
PK3	Play helps us to learn about ourselves and others around us.		Imagination helps us think, explore, and create.		Everyone in our community has an important role.	Our connection to the natural world inspires us to care for and support our environment.
PK4	Our Unique Identities: Celebrating Similarities and Differences		Traditions and celebrations connect people from various cultures.	Changes in the environment affect everyday life.	Creating Together: Designing for Our Community's Needs.	
Kindy	Each person is unique, and by working together, everyone can feel connected and valued.		Stories from the past help us see how people and places are connected.	Simple machines make work easier and improve our quality of life.		The actions of people impact other living things.
Grade 1	The choices we make affect our well-being.	Historical evidence provides an insight into personal history and identity.	Light and sound affect the way we experience the world.	Earth is part of an immense system called the universe.	People plan and build structures considering purpose, design, and location.	Plants and animals have features that they rely on for survival.
Grade 2	The choices of role models reflect our values and the communities to which we belong.	Understanding the geography of a place provides insight into the people that live there.	Materials can be changed to meet a specific purpose.	Relationships in nature contribute to growth and need to be conserved.	Marketplaces are organized to serve their communities.	Access to water affects living things and their environment.
Grade 3	Communities thrive when members feel they belong and are valued.	Human exploration and innovation lead to discovery and develop new understandings.	Stories and folk heroes reflect different identities and cultures.	Exploring the connection between forces and motion provides insight into their daily application.	By understanding the causes of extreme weather, people can predict and prepare for it.	Living things survive and adapt through inherited traits and lifecycles.
Grade 4	Cultural backgrounds can shape beliefs, values, and actions.	Natural forces change and shape the Earth.	Performing arts foster self-expression and collaboration in a community.	Energy may be converted from one form to another, stored, and used in various ways.	Advocates contribute to societal changes and shape history through their leadership and actions	Humans and animals adapt in response to their environments
Grade 5	Personal perspectives influence how people communicate and express their identity.	Human migration is a response to challenges, risks, and opportunities.	Through collaboration, global citizens apply creativity to take action.	The scientific process is used to investigate the properties of matter.	Governing systems and resources determine how society meets the needs of its citizens.	Biodiversity makes ecosystems resilient in the face of change.

Dates and Sequence for Units of Inquiry

UNIT SEQUENCE	①	②	③	④	⑤	⑥
Pre-K2	WWA Our Class, Our School, Our Community Aug - June					
Pre-K3	WWA Relationships Aug - Oct	HWOO Community Nov - Jan	HWEO Imagination Feb - Mar	STP Nature Apr - Jun		
Pre-K4	WWA Belonging Aug - Oct	HWEO Celebrations Nov - Feb	HWOO Collaboration Feb - Apr	HTWW Environment Apr - Jun		
Kindy	WWA Identity Aug - Oct	HTWW Forces Oct - Dec	HWEO Story-telling Jan - Mar	STP Living Things Apr - Jun		
Grade 1	WWAPT History Aug - Sep	HWOO Architecture Oct - Nov	HWEO Creativity Nov - Jan	HTWW Space Feb - Mar	STP Survival Apr - Jun	WWA Well-being YEARLONG
Grade 2	WWA Role models Aug - Sept	HWEO Materials Oct - Nov	HWOO Marketplaces Dec - Jan	STP Dependency Feb - Mar	HTWW Interdependence Apr - Jun	WWAPT Geography YEARLONG
Grade 3	WWA Diversity Aug - Sep	HTWW Forces & Motion Oct - Nov	WWAPT Discovery Nov - Jan	HWEO Storytelling & Heroes Feb - Mar	HWOO Life cycles Apr - Jun	STP Climate Change YEARLONG
Grade 4	WWA Values & Beliefs Aug - Sep	STP Living Systems Sep - Oct	HTWW Energy Nov - Dec	HWOO Advocates Jan - Mar	WWAPT Earth Science 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

Community Partnership & Mission in Action Units of Inquiry

	①	②	③	④	⑤	⑥
PreK-2		WWA Jacob's House Nov - Jan				
PreK-3		HWOO Jacob's House Nov - Jan				
PreK-4		HWE0 Jacob's House Nov - Feb				
Kindy			HWE0 Seodaemun-Gu Senior Group Jan - Mar	STP Green City Department Apr - Jun		
Grade 1			HWE0 Upcycling plaza Nov - Jan		STP Green City Department Apr - Jun	
Grade 2		HWE0 Angels Haven Oct - Nov			HTWW Green City Department Apr - Jun	
Grade 3	WWA Korean Traditional Cooking SEP			HWE0 Senior Volunteer Group Feb - Mar	HWO0 Green City Department Apr - Jun	
Grade 4			HTWW Up-cycling Plaza Nov - Dec		WWAPT Green City Department Apr - Jun	
Grade 5		STP Green City Department Oct - Nov		WWAPT Senior Volunteer Group Feb - Apr	HTWW Angels Haven May - Jun	

Science & Social Studies Standards Map (AERO and NGSS subject specific strands)

CONCEPT MAP	Who we are	Where we are...	How we express ourselves...	How the world...	How we organise...	Sharing the planet
Kindergarten	Connections & Conflict Government Society & Identity		Time, Continuity & Change Geography Culture	Production, Distribution & Consumption Science, Technology & Society Physical Sciences		Life Sciences Earth and Space Sciences (yearlong)
Grade 1	Society & Identity	Time, Continuity & Change Connections & Conflict Government	Culture Society & Identity	Geography Earth and Space Sciences	Production, Distribution & Consumption Science, Technology & Society Physical Sciences	Life Sciences
Grade 2	Society & Identity Government	Culture Geography Earth and Space Sciences	Science, Technology & Society	Time, Continuity & Change Physical Sciences Life Sciences	Production, Distribution & Consumption	Connections & Conflict
Grade 3	Connections & Conflict Society & Identity Government	Time, Continuity & Change Geography Science, Technology & Society	Society & Identity	Physical Sciences		Production, Distribution & Consumption Life Sciences Earth and Space Sciences
Grade 4	Culture Society & Identity	Geography Earth and Space Sciences		Production, Distribution & Consumption Science, Technology & Society Physical Sciences	Time, Continuity & Change Connections & Conflict Government	Life Sciences
Grade 5	Culture	Time, Continuity & Change Connections & Conflict Geography	Society & Identity	Science, Technology & Society Physical Sciences	Government	Production, Distribution & Consumption Life Sciences Earth and Space Sciences

Key Indicates NGSS mapping



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	Standard 5: Explore (5A)	 <p><u>The SFS Library Information Literacy Scope & Sequence</u></p>	Standard 3: Collaborate (3A)		Standard 2: Include (2A)	Standard 1: Inquire (1A)
PreK-4	Standard 1 : Inquire (1A)		Standard 5: Explore (5A) Standard 3: Collaborate (3A)	Standard 4: Curate (4A)	Standard 2: Include (2A)	
KG	Standard 2: Include (2A) 2A- Listen actively and respectfully to others' ideas.		Standard 2: Include (2A) Standard 3A- Collaborate (3A)	Standard 1 : Inquire (1A) Standard 4: Curate (4A) Standard 5: Explore (5A)		Standard 4: Curate (4A) Standard 5: Explore (5A) Standard 6: Engage (6A)
Grade 1	Standard 3: Collaborate (3A)	Standard 3: Collaborate (3A,3B)	Standard 1: Inquire (1A) Standard 2: Include (2B)	Standard 5: Explore (5A, 5B, 5C)	Standard 1: Inquire (1A) Standard 5: Explore (5A)	Standard 4: Curate (4A, 4B)
Grade 2	Standard 2: Include (2B) Standard 3: Collaborate (3A)	Standard 1: Inquire (1A, 1B, 1C)	Standard 5: Explore (5A, 5B)	Standard 4: Curate (4A, 4B) Standard 1: Inquire (1C)	Standard 3: Collaborate (3A)	Standard 1: Inquire (1A, 1B, 1C)
Grade 3	Standard 2: Include (2A, 2B) Standard 3: Collaborate (3A) Standard 5: Explore (5A, 5B)	Standard 1: Inquire (1A, 1B, 1C) Standard 5: Explore (5A, 5B) Standard 6: Engage (6A)	Standard 2: Include (2A, 2B)	Standard 1: Inquire (1A, 1B, 1C) Standard 4: Curate (4A, 4B)	Standard 3: Collaborate (3A, 3B)	Standard 1: Inquire (1A, 1B, 1C) Standard 4: Curate (4A, 4B)
Grade 4	Standard 3: Collaborate (3A, 3C)	Standard 5: Explore (5A) Standard 6: Engage (6A, 6B, 6D)	Standard 2: Include (2A, 2B, 2C)	Standard 1: Inquire (1A, 1B, 1C)	Standard 5: Explore (5A, 5B)	Standard 4: Curate (4A, 4B) Standard 6: Engage (6B, 6C, 6D)
Grade 5	Standard 1: Inquire (1A, 1C) Standard 4: Curate (4C, 4D)	Standard 5: Explore (5C, 5D)	Standard 3: Collaborate (3A, 3B, 3C)	Standard 5: Explore (5A, 5B) Standard 4: Curate (4A, 4B)	Standard 2: Include (2A, 2B, 2C, 2D, 2E)	Standard 1: Inquire (1A, 1B, 1C) Standard 6: Engage (6B, 6C, 6D)

Literacy Concept Unit Focuses | All Grade Level Common Core Standards Mapped

UNIT SEQUENCE	①	②	③	④	⑤
Kindy	WWA - Identity NonFiction Labeling, Expression, Craft Aug - Oct	HTWW - Simple Machines Information Text Features, Process Oct - Jan	HWE0 - Storytelling Personal Narratives Character, Organization Jan - Mar	STP - Living Things Opinion Evidence, Point of View Apr - Jun	
Grade 1	WWAPT - Personal History Narrative Process, Organization Aug - Sep	HWO0 - Structures Information Text Features, Summary Sep - Dec	HWE0 - Light & Sound Poetry Expression, Craft Dec - Feb	HTWW - Space Opinion & Fiction & Non-Fiction Point of View, Evidence Feb - Apr	STP - Plants & Animals Narrative Theme, Character Apr - Jun
Grade 2	WWA - Role Models Narrative Process, Summary Aug - Sept	HWE0 - Materials Information Research Text Features, Organization Sept - Nov	HWO0 - Marketplaces Narrative Theme, Character Now - Feb	STP - Water Opinion & Information Point of View, Evidence Feb - Apr	HTWW - Lifecycles Poetry Expression, Craft Apr - Jun
Grade 3	WWA - Conflict Narrative Character, Process Aug - Sep	HTWW - Forces & Motion Information Text Features, Organisation Oct - Nov	WWAPT - Explorers Biographies Summary, Point of View Dec - Feb	HWE0 - Folk & Fairy Tales Narrative Craft, Theme Feb - Apr	STP - Plants & Animals Opinion & Information Expression, Evidence Apr - Jun
Grade 4	WWA - Values Opinion & Narrative Evidence, Point of View Aug - Sept	STP - Human Body Information Organization, Text Structures Sep - Nov	HTWW - Energy Fantasy Character, Craft Nov - Feb	HWO0 - Significant People Biographies Theme, Summary Feb - Apr	WWAPT - Landforms Production Process, Expression Apr - Jun
Grade 5	HWO0 - Governing Systems Opinion & Fiction Point of View, Organization Aug - Sept	STP - Biodiversity Information Text Structure, Summary Oct - Nov	HWE0 - PYPX Exhibition Evidence, Process Dec - Feb	WWAPT - Migration Narrative Theme, Character March - Apr	HTWW - Matter Poetry Craft, Expression May - Jun

Early Learner Programme of Inquiry | Pre-Kindergarten 2

PreK-2	Who we are		
Central Idea	People and places in our lives help us learn, grow, and feel safe.		
Lines of inquiry	<p style="text-align: center;"><i>I / we / they feel</i></p> <ul style="list-style-type: none"> <i>The ways we show and recognize emotions in ourselves and others.</i> Learning in and beyond our classroom 	<p style="text-align: center;"><i>I / we / they belong</i></p> <ul style="list-style-type: none"> The roles we play in our families, classrooms, and groups. Members of our Community 	<p style="text-align: center;"><i>I / we / they grow</i></p> <ul style="list-style-type: none"> The ways our bodies, minds, and relationships grow over time. Taking care of each other and living things
Concepts	Perspective, Form <i>Expressive arts</i> <i>Creative play</i> 100 languages <i>Symbolic representation play</i>	Connection, Responsibility <i>Socio-dramatic play</i> <i>Role play</i> <i>Construction play</i> <i>Recapitulative play</i>	Change, Function, Causation <i>Growth</i> <i>Deep play/locomotor play</i> <i>Mastery play</i> <i>Story workshop</i>
ATLS	Pre-K Approaches to Learning - Reporting - SFS		
Learner Profile	Caring, Open-minded, Courageous	Principled, Balanced, Thinkers, Communicators	Inquirers, Knowledgeable, Reflective
GOLD Standards	Social-Emotional Physical Language Cognitive Literacy Mathematics		
Specialist Integration	Visual Arts, Music, PSE, PE, Korean		

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	Play helps us to learn about ourselves and others around us.	Everyone in our community has an important role.	Imagination helps us think, explore, and create.	Our relationship with the natural world invites us to wonder, care, and take action.
Lines of inquiry	<ul style="list-style-type: none"> ● Learning and growing together ● Building relationships and a sense of belonging ● Fostering growth and learning within our community 	<ul style="list-style-type: none"> ● Roles and responsibilities ● Rules and people to keep us safe ● What do we need to organize ourselves 	<ul style="list-style-type: none"> ● Inspiration and imaginative play ● Sharing and celebrating imagination ● Interpreting and responding to imagination 	<ul style="list-style-type: none"> ● Rights and responsibilities for the natural world ● Just and peaceful coexistence with nature ● Respecting complexity, wisdom, and nature
Concepts	Connection <i>Communication</i>	Responsibility, Function <i>Respect</i>	Perspective, Form <i>Voice, Cooperation</i>	Change, Causation <i>Nature, Coexistence</i>
ATLS	Pre-K Approaches to Learning - Reporting - SFS			
Learner Profile	Caring, Communicator, Courageous	Principled, Open-minded	Thinker, Inquirer	Balanced, Knowledgeable, Reflective
GOLD Standards	Social-Emotional Physical Language Cognitive Literacy Mathematics			
Specialist Integration	Visual Arts, Music, PSE, PE, 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
Central Idea	Our Unique Identities: Celebrating Similarities and Differences	Traditions and celebrations connect people from various cultures.	Creating Together: Designing for Our Community's Needs	Changes in the environment affect everyday life.
Lines of inquiry	<ul style="list-style-type: none"> • Our similarities and differences • How we belong to our community • How we respect every member of our community 	<ul style="list-style-type: none"> • Personal and shared traditions • Features of celebrations and traditions • Ways in which we can celebrate our community 	<ul style="list-style-type: none"> • Where ideas come from • How can we organize our ideas • How can we collaborate to make things 	<ul style="list-style-type: none"> • Changes that can be observed in our environment • Patterns and cycles that affect living things • How we care for the environment and people
Concepts	Connection, Responsibility <i>relationships, belonging</i>	Perspective, Form <i>celebrations, traditions</i>	Function, Causation <i>collaboration, design</i>	Responsibility, Change <i>environment, cycles</i>
ATLS	Pre-K Approaches to Learning - Reporting - SFS 2024 2025			
Learner Profile	Open-minded, Principled, Caring	Communicators, Courageous	Thinkers, Reflective	Balanced, Knowledgeable, Inquirers
GOLD Standards	Social-Emotional Physical Language Cognitive Literacy Mathematics			
Specialist Integration	Visual Arts, Music, PSE, PE, Korean			



Early Learner Programme of Inquiry | Kindergarten

KINDY	Who we are	How the world works	How we express ourselves	Sharing the planet
Central Idea	Each person is unique, and by working together, everyone can feel connected and valued.	Simple machines make work easier and improve our quality of life	Stories from the past help us see how people and places are connected.	The actions of people impact other living things.
Lines of inquiry	<ul style="list-style-type: none"> ● Each person is special and unique ● People work together in a community ● People sometimes disagree, but they can solve problems together. 	<ul style="list-style-type: none"> ● Different kinds of simple machines ● How simple machines work ● How simple machines can make work easier for us and others 	<ul style="list-style-type: none"> ● Stories can celebrate families, friends, and communities ● Weather patterns help describe locations around the world ● Places and cultures help shape individual identities 	<ul style="list-style-type: none"> ● The needs of living things ● The features and resources of habitats ● Ways we can be responsible for our environment
Concepts	Responsibility, Connection <i>Identity, Community, Conflict Resolution</i>	Form, Function, Causation <i>Forces, Simple machines</i>	Change, Perspective <i>Story-telling, Cultures, Creativity</i>	Responsibility, Connection <i>Living things, Environment, Habitats</i>
ATLS	Social - Interpersonal Relationships Social - Social and emotional Communication - Exchanging information Self-Management - Organization	Self-Management - States of mind Thinking - Critical Research - Information Literacy Thinking - Transfer	Communication - Literacy Research - Ethical Use Thinking - Creative	Research - Media Literacy Communication - ICT Thinking - Reflection
Learner Profile	Caring, Open-Minded, Principled	Knowledgeable, Thinker, Courageous	Communicators, Inquirer	Caring, Reflective, Balanced
Literacy Concepts	NonFiction <i>Labeling, Expression, Craft</i>	Information <i>Text Features, Process</i>	Personal Narratives <i>Character, Organization</i>	Opinion <i>Evidence, Point of View</i>
Maths	ZEARN Mission One & Two	ZEARN Mission Two - Four	ZEARN Mission Four & Five	ZEARN Mission Five & 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
Central Ideas	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.	Plants and animals have features that they rely on for survival	The choices we make that affect our well-being.
Lines of Inquiry	<ul style="list-style-type: none"> ● Personal history ● How personal history is recorded over time ● Connections between personal history and identity 	<ul style="list-style-type: none"> ● Structures and their design ● How communities and structural design influence each other ● How structures can be designed to solve problems 	<ul style="list-style-type: none"> ● How light and sound are created ● How light and sound affect us in different ways ● How light and sound can be used as a form of expression 	<ul style="list-style-type: none"> ● Earth's place within the universe ● The impact of Earth's position and movement relative to the sun and moon ● Space technology that has impacted our lives 	<ul style="list-style-type: none"> ● Common features of plants and animals that help them survive ● Ways in which plants and animals are the same and different from their parents ● Ways in which we are inspired to take action by plants and animals 	<ul style="list-style-type: none"> ● Aspects of well-being ● Choices that impact well-being ● Ways we can support community well-being
Concepts	Form, Connection, Perspective, Identity, History	Function, Causation, Change, Design, Architecture	Perspective, Function, Science, Creativity, Expression	Function, Causation, Change, Seasons, Space, Technology	Form, Connection, Responsibility, Families, Survival	Form, Causation, Responsibility, Well-being, Community, Health
ATLS	Communication skills - Exchange Social skills - Social & emotional	Thinking skills - Critical, Thinking skills - Transfer Research - Information Literacy, Communication Skills - ICT	Thinking skills - Creative Social skills - Interpersonal skills	Research skills - Media, Ethical use Communication skills - Literacy	Self-management skills - Organization Thinking skills - Reflective	Self-management skills - States of mind
Learner Profile	Open-minded, Risk-taker, Principled	Inquirer, Knowledgeable, Caring	Inquirer, Risk-taker, Balanced	Reflective, Knowledgeable, Thinker	Principled, Caring, Communicator	Balanced
Literacy	Narrative Process, Organization	Information Text Features, Summary	Poetry Expression, Craft	Opinion, Fiction & Non-Fiction Point of View, Evidence	Narrative Theme, Character	Library, PSE, Music, and PE-led transdisciplinary unit of inquiry
Maths	ZEAR Mission One	ZEAR Mission Two	ZEAR Mission Three	ZEAR Mission Four & Five	ZEAR Mission Six	

Lower Elementary Programme of Inquiry | Grade 2

GRADE 2	Who we are	How we express ourselves	How we organize ourselves	Sharing the planet	How the world works	Where we are... YEAR-LONG
Central Ideas	The choices of role models reflect our values and the communities to which we belong.	Materials can be changed to meet creative purposes.	Marketplaces are organized to serve their communities	Access to water affects living things and their environment.	Relationships in nature contribute to growth and need to be conserved.	Understanding the geography of a place provides insight into the people that live there.
Lines of Inquiry	<ul style="list-style-type: none"> Individual and shared values How and why role models are chosen The influence of role models on individuals and communities 	<ul style="list-style-type: none"> The properties of materials Changes in materials How materials can be manipulated for a purpose 	<ul style="list-style-type: none"> The needs and wants of communities The systems and organization of trade Ways in which we can organize collective action 	<ul style="list-style-type: none"> The properties and states of water Water as a resource Action we can take to protect and better share water 	<ul style="list-style-type: none"> Life cycle patterns are reliant on the features of living things and their environment The interdependence between living things and their habitats Opportunities for conservation. 	<ul style="list-style-type: none"> The diverse ways in which people navigate, represent, and define their sense of place. The reciprocal relationship between a location's geography and the development of its cultural practices and traditions.
Concepts	<i>Perspective, Change, Role Models, Values, Communities</i>	<i>Form, Change, Causation, Materials, Irreversible / Reversible</i>	<i>Perspective, Function, Responsibility, Marketplaces, Needs / Wants</i>	<i>Responsibility, Causation, Connection, Dependency, Sustainability</i>	<i>Connection, Function, Change, Conservation, Interdependence, Growth</i>	<i>Form, Connection, Location, Culture, Diversity</i>
ATLS	Social Skills - Interpersonal Relationships Self Management - States of Mind Thinking Skills - Reflective	Thinking Skills - Creative Thinking Skills - Transfer	Social Skills - Social Emotional Intelligence Self Management - Organisation	Research skills - Media Communication Skills - ICT skills	Communication Skills - Exchanging Thinking Skills - Critical Research skills - information literacy	Research skills - Media Research skills - Ethical
Learner Profile	Risk-takers, Principled	Thinkers, Reflective	Open-Minded, Communicators	Caring, Balanced	Inquirers, Knowledgeable	Knowledgeable, Reflective
Literacy Concepts	<i>Narrative Process, Summary</i>	<i>Information Research Text Features, Organization</i>	<i>Narrative Theme, Character</i>	<i>Opinion & Information Point of View, Evidence</i>	<i>Opinion & Information Point of View, Evidence</i>	<i>Library, STEM, and Visual Arts led transdisciplinary unit of inquiry</i>
Maths	ZEARN Mission One	ZEARN Mission Two & Three	ZEARN Mission Four	ZEARN Mission Five & Six	ZEARN Mission Seven & Eight	

Upper Elementary Programme of Inquiry | Grade 3

GRADE 3	Who we are	How the world works	Where we are...	How we express ourselves	Sharing the planet...	How we organize ourselves... YEAR-LONG;
Central Ideas	Communities thrive when members feel they belong and are valued	Exploring the connection between forces and motion provides insight into daily application	Human exploration and innovation lead to discovery and develop new understandings.	Stories and folk heroes reflect different identities and cultures	Living things survive and adapt through inherited traits and lifecycles.	By understanding the causes of extreme weather, people can predict and prepare for it.
Lines of Inquiry	<ul style="list-style-type: none"> Celebrating diversity and cultures within our community Strategies for overcoming conflict Ways everyone can feel they belong 	<ul style="list-style-type: none"> The relationships between forces and motion Variables that affect motion The application of forces 	<ul style="list-style-type: none"> The role of exploration in shaping society How discovery leads to new understandings The importance of innovation in our lives 	<ul style="list-style-type: none"> Shared stories and folk heroes Stories that reflect culture and identity Ways we can create stories to share our cultural values 	<ul style="list-style-type: none"> The traits and life cycles of _____. The ways living things respond to environmental change. Our role to protect and advocate for living things. 	<ul style="list-style-type: none"> Causes of extreme weather Ways in which we monitor and record extreme weather Creative solutions for the impacts of extreme weather
Concepts	Responsibility <i>Identity, Roles</i>	Function, Causation, <i>Experiments, Forces</i>	Change, Perspective <i>Innovation, Exploration, Society</i>	Form, Connection <i>Storytelling, Heroes, Culture</i>	Function, Causation, <i>Inheritance, living things, life cycles</i>	Connection, Form <i>Engineering, Weather, Creativity</i>
ATLS	Self-Management Skills - States of mind Social skills - Social & emotional	Self-Management Skills - Organization Thinking - Reflection and metacognition	Research skills - Media literacy Communication skills - Exchanging-information	Thinking skills - Creative-thinking Communication skills - Literacy Social skills - Interpersonal relationships	Research skills - Media Literacy, Data Gathering	Thinking skills - Information Transfer Communication skills - ICT Thinking skills - Critical Thinking Research skills - Ethical Use
Learner Profile	Caring, Principled	Thinkers, Inquirers	Knowledgeable, Courageous	Open-minded, Communicators	Balanced, Caring	Reflective, Knowledgeable
Literacy Concepts	Narrative <i>Character, Process</i>	Information <i>Text Features, Organisation</i>	Biographies <i>Summary, Point of View</i>	Narrative <i>Craft, Theme</i>	Opinion & Information <i>Expression, Evidence</i>	<i>Library, STEM, Visual Arts, and Music led transdisciplinary unit of inquiry</i>
Maths	ZEARN Mission One & Two	ZEARN Mission Two & Three	ZEARN Mission Four & Five	ZEARN Mission Five & Six	ZEARN Mission Seven	

Upper Elementary Programme of Inquiry | Grade 4

GRADE 4	Who we are	Sharing the planet	How the world...	How we organize...	Where we are...	How we express... PRODUCTION
Central Ideas	Cultural backgrounds can shape beliefs, values, and actions.	Humans and animals adapt in response to their environments	Energy may be converted from one form to another to be used in various ways.	Advocates contribute to societal changes and shape history through their leadership and actions	Natural forces change and shape the Earth.	Performing arts foster self-expression and collaboration in a community.
Lines of Inquiry	<ul style="list-style-type: none"> Personal and shared beliefs and values Core elements of belief systems and world religions How culture, beliefs, and values affect our actions 	<ul style="list-style-type: none"> The structures and functions of the human body Animal and plant adaptations enhance survival in their environments Ways in which we can promote healthy living 	<ul style="list-style-type: none"> The transformation of energy How circuits are designed Responsible energy use 	<ul style="list-style-type: none"> Advocacy and leadership qualities How individuals have positively impacted the world How individuals inspire us to take action 	<ul style="list-style-type: none"> How we describe the properties and shapes on the earth surface Processes that transform the earth's surface How humans reduce the effects of natural forces 	<ul style="list-style-type: none"> How artistic expressions communicate diverse perspectives Ways in which the Arts build community The role of the arts in celebrating diversity.
Concepts	Perspective, Connection, Values, Culture, Beliefs, Diversity	Form, Function Living Systems, Processes, Survival	Change, Function Energy, Transfer, Work	Causation, Responsibility, Change Advocacy, Leadership, Action	Change, Causation Landforms, Geography, Erosion	Responsibility, Perspective, Expression
ATLS	Social skills - Social & emotional Thinking skills - Reflective Research skills - Media literacy	Self-Management skills - Organization Research skills - Information literacy	Thinking skills - Transfer Communication skills - Exchanging information	Thinking skills - Critical thinking Research skills - Ethical use	Communication skills - Literacy Thinking Skills - Creative Thinking	Social Skills - Interpersonal relationships Self-management skills - States of mind
Learner Profile	Reflective, Open-minded	Knowledgeable, Balanced	Inquirers	Communicators, Principled	Thinkers	Courageous, Caring
Literacy Concepts	Opinion & Narrative Evidence, Point of View	Information Organization, Text Structures	Fantasy Character, Craft	Biographies Theme, Summary	Production Process, Expression	Library, Theatre, STEM, & Music led transdisciplinary unit of inquiry
Maths	ZEAR Mission One	ZEAR Mission Two	ZEAR Mission Three	ZEAR Mission Four & Five	ZEAR Mission Six & 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
Central Ideas	Governing systems and resources determine how society meets the needs of its citizens.	Biodiversity makes ecosystems resilient in the face of change.	Through collaboration, global citizens apply creativity to take action.	Human migration is a response to challenges, risks, and opportunities	The scientific process is used to investigate the properties of matter.	Personal perspectives influence how people communicate and express their identity.
Lines of Inquiry	<ul style="list-style-type: none"> • Rights and responsibilities of citizens • Resources managed by government systems • How citizens contribute to their communities 	<ul style="list-style-type: none"> • The three types of diversity - genetic, species, and ecosystem • Biodiversity is a measure of health in the natural world • Ways we can maintain and support biodiversity 	<ul style="list-style-type: none"> • How the inquiry process works • How challenges are identified and met • Positive action we can take 	<ul style="list-style-type: none"> • Personal connections to migration • Reasons why people migrate • Effects of migration on people and places 	<ul style="list-style-type: none"> • Attributes of matter • Ways matter can change • Skills and techniques that support scientific thinking 	<ul style="list-style-type: none"> • How people use art, movement, design, and technology to express themselves. • How different art forms communicate identity. • How art brings people together and builds community.
Concepts	Function, Responsibility, Citizenship, Power, Systems,	Form, Connection, Change Biodiversity, Resilience	Function, Perspective, Responsibility, Collaboration, Community	Perspective, Causation, Migration, Challenge, Risk	Form, Change, Matter, Scientific method,	Form, Perspective, Function, Responsibility, Expression, Perception,
ATLS	Research skills - Ethical Use Communication skills - Exchange Social skills - Interpersonal Self-Management - Organization	Research skills - Media-literacy Communication skills - ICT	Communication skills - Literacy Research skills - ICT Thinking skills - Creative 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
Learner Profile	Communicators, Principled	Inquirers, Knowledgeable	Open-minded, Risk-takers	Reflective, Caring	Thinkers, Reflective	Reflective, Open-minded
Literacy Concepts	Opinion & Dystopian Point of View, Organization	Information Text Structure, Summary	Exhibition Evidence, Process	Narrative Theme, Character	Poetry Craft, Expression	Library, STEM, PSE, PE & Music led transdisciplinary unit of inquiry
Maths	ZEARN Mission One	ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four	ZEARN Mission Five & Six	