K. International School
Programme of Inquiry
2015-2016
## K1 Yearly Overview 2015-2016

<table>
<thead>
<tr>
<th>WHO WE ARE</th>
<th>HOW WE EXPRESS OURSELVES</th>
<th>HOW WE ORGANIZE OURSELVES</th>
<th>WHERE WE ARE IN PLACE AND TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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</tbody>
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### Dates
- **September 1 – October 10**
  - 5 weeks Intro, 3 weeks finish... Year-long unit
- **October 13 – December 12**
  - 8 weeks
- **January 26 – March 20**
  - 8 weeks
- **March 30 – June 10**
  - 9 weeks

### Integration
- **P.E. Integration**
- **Music Integration**
- **Art Integration**
- **Japanese Integration**

### K1
- **Central Idea:** We support one another in a community which enables us to learn
- **Key Concepts:** Function, Responsibility, Connection
- **Related Concepts:** Behavior, Communication, Initiative, Relationships
- **Lines of Inquiry:**
  - Our responsibilities at school (responsibility)
  - The people around us, and how they help us. (function)
  - How we explore our school environment. (function)
  - How our actions affect other peoples in the community (connection)

### Central Idea:
We can express our creativity and imagination through the arts, and we can share (express) our opinions.

### Key Concepts:
- Perspective, Reflection, Form
- Perception, Communication, Expression

### Lines of Inquiry:
- Exploring art forms and associated materials.
- How we use materials and objects to express ourselves.
- How we express our imagination and creativity.
- How the expression communicates to the audience (the people around us), and how we reveal our feelings in response to presentations.

### Central Idea:
People make transportation systems to help the needs of the community.

### Key Concepts:
- Form, Connection, Reflection, Function

### Related Concepts:
- Structures, Properties, Systems, Evidence, Behavior

### Lines of Inquiry:
- Types of transportation we use.
- Reasons why people choose different types of transportation.
- Transportation systems in our community.
- How and what to prepare for various types of transportation.

### Central Idea:
A home is a basic need for all people that people build to meet our needs.

### Key Concepts:
- Form, Causation, Connection, Responsibility

### Related Concepts:
- Diversity, Locality

### Lines of Inquiry:
- Homes.
- Different types of homes.
- Similarities and differences of homes in different places.
- Why there are various types of homes in different places.
- How the people (civilizations) affect one another.
# K2 Yearly Overview 2015-2016

## WHO WE ARE
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

## HOW THE WORLD WORKS
An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

## SHARING THE PLANET
An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

## HOW WE EXPRESS OURSELVES
An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Aug. 25 - Sep 18 (4 weeks intro)</th>
<th>Sept. 24- Dec. 5 (10 weeks)</th>
<th>Feb 3- April 10 (9 weeks)</th>
<th>April 13- June 10 (8 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year long</td>
<td>Running concurrently with WWA</td>
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</tr>
<tr>
<td>Integr</td>
<td>P.E. Integration</td>
<td>Art Integration</td>
<td>Japanese Integration</td>
<td>Music Integration</td>
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</tbody>
</table>

### K2

**Central Idea:** I can learn about my body and my surroundings through my senses.

**Key Concepts:** Form, Function, Connection

**Related Concepts:** Health, well-being

**Lines of Inquiry:**
- The Five Senses
- How we use our senses to explore our surroundings

**Central Idea:** I can understand more about materials and matter by exploring them.

**Key Concepts:** Form, Function, Change

**Related Concepts:** Structure, materials, behavior of materials, transformation-sequences, changes of state, solids, liquids properties and uses of materials.

**Lines of Inquiry:**
- Materials (Form)
- How we use materials (Function)
- How materials change (Change)

**Central Idea:** Living things have certain requirements in order to grow and stay healthy.

**Key Concepts:** Form, Function, responsibility

**Related Concepts:** Classification, Living and non-living, Initiative

**Lines of Inquiry:**
- Our needs and the needs of other living things
- Observable characteristics of living things
- Our responsibility for the well-being of other living things

**Central Idea:** Stories can engage their audience and communicate meaning.

**Key Concepts:** Form, Causation, Perspective

**Related Concepts:** Structure, pattern, expression, opinions, interpretation

**Lines of Inquiry:**
- How to construct an effective story
- Why stories are created and shared
- Feelings and emotions that stories evoke
# K3 Yearly Overview 2015-2016

<table>
<thead>
<tr>
<th>Dates</th>
<th>Writing Genre</th>
<th>Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25 – Oct. 3</td>
<td>Creative Writing-Mind Map</td>
<td>Central idea: Schools help us to work and learn together</td>
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<tr>
<td></td>
<td>Narrative-Personal</td>
<td>Key Concepts: form, function, connection</td>
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<tr>
<td></td>
<td>Poetry and Letter</td>
<td>Related Concepts: structure, role, systems,</td>
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<tr>
<td></td>
<td>Nonfiction-Informative</td>
<td>relationships, networks</td>
</tr>
<tr>
<td></td>
<td>Informational-Posters</td>
<td>Lines of Inquiry:</td>
</tr>
<tr>
<td></td>
<td>Fictional Story Writing</td>
<td>People who make our school work and help us learn</td>
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<tr>
<td>Oct. 6- Nov. 7</td>
<td>Partial Art and Japanese integration</td>
<td>Year-long unit</td>
</tr>
<tr>
<td>Nov. 10-Jan. 16</td>
<td>Japanese integration</td>
<td>Central idea: Relationships are important to us and they connect us together.</td>
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<tr>
<td></td>
<td>Art integration</td>
<td>Key Concepts: connection, reflection</td>
</tr>
<tr>
<td>Jan 19-Feb. 27</td>
<td>P.E. integration</td>
<td>Related Concepts:</td>
</tr>
<tr>
<td>Mar. 2-Apr. 10</td>
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<td>Lines of Inquiry:</td>
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<td>Apr. 13-Jun. 4</td>
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<td>- Different relationships we have</td>
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<td>- The connections we have with different people</td>
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<td>- The importance of different relationships</td>
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<td>Central idea: People recognize important events through celebrations and traditions.</td>
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<td>Beliefs, Culture, Value</td>
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<td>Lines of Inquiry:</td>
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<td>- How people celebrate</td>
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<td>- Why people celebrate and value tradition</td>
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<td>- Similarities and differences between various celebrations</td>
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<td>Central idea: Simple machines can make work easier.</td>
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<td>Lines of Inquiry:</td>
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<td>- Simple machines</td>
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<td>- How simple machines work</td>
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<td>- Why we use simple machines</td>
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<td>Central idea: People, interact, use and value the natural environment in different ways.</td>
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<td>- Human use of local natural environments</td>
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<td>- Our responsibility towards local natural</td>
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<td>- Natural and human-made elements of local</td>
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<td>geography, discovery, exploration, artifacts,</td>
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<td>Lines of Inquiry:</td>
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<td>- Why people explore</td>
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<td>- Exploring different types of maps</td>
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<td>Personal journeys and explorations</td>
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## Writing

**Creative Writing-Mind Map**
- 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.
- Key Concepts: form, function, connection
- Related Concepts: structure, role, systems, relationships, networks
- Lines of Inquiry:
  - Characteristics of a school
  - Routines we use at school to help us learn

**Narrative-Personal**
- Central idea: Relationships are important to us and they connect us together.
- Key Concepts: connection, reflection
- Related Concepts: Lines of Inquiry:
  - Different relationships we have
  - The connections we have with different people
  - The importance of different relationships

**Poetry and Letter**
- Year-long unit
- Central idea: People recognize important events through celebrations and traditions.
- Key Concepts: form, perspective, function
- Related Concepts: Beliefs, Culture, Value
- Lines of Inquiry:
  - How people celebrate
  - Why people celebrate and value tradition
  - Similarities and differences between various celebrations

**Nonfiction-Informative**
- Central idea: Simple machines can make work easier.
- Key Concepts: form, function, connection
- Related Concepts: Properties, Structure, Consequences, Impact
- Lines of Inquiry:
  - Simple machines
  - How simple machines work
  - Why we use simple machines

**Informational-Posters**
- Central idea: People, interact, use and value the natural environment in different ways.
- Key Concepts: causation, function, connection
- Related Concepts: geography, discovery, exploration, artifacts, growth
- Lines of Inquiry:
  - Human use of local natural environments
  - Our responsibility towards local natural environments
  - Natural and human-made elements of local environments

**Fictional Story Writing**
- Central idea: Journeys and explorations help us understand the world.
- Key Concepts: causation, function, connection
- Related Concepts: geography, discovery, exploration, artifacts, growth
- Lines of Inquiry:
  - Why people explore
  - Exploring different types of maps
  - Personal journeys and explorations
## G1 Yearly Overview 2015-2016

<table>
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</thead>
<tbody>
<tr>
<td>Writing Genre</td>
<td>Friendly Letters</td>
<td>Personal Narrative/Biography</td>
<td>Story/Poetry</td>
<td>Procedural/Instruction</td>
<td>Fictional Narratives/Fairy Stories Traditional Tales</td>
<td>Research Report</td>
</tr>
<tr>
<td>Integr ation</td>
<td>Music and Art</td>
<td>PE Integration</td>
<td></td>
<td></td>
<td></td>
<td>Library Integration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G1</th>
<th>Central Idea: People’s relationships with each other can affect our well-being.</th>
<th>Central Idea: Documenting personal histories allows us to reflect and celebrate who we are and how things change over time.</th>
<th>Central Idea: We can express and communicate our ideas and emotions creatively.</th>
<th>Central Idea: Materials behave and interact in different ways for different reasons.</th>
<th>Central Idea: Communities provide services to meet people’s needs.</th>
<th>Central Idea: People use natural resources in everyday life in different ways.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Key Concepts: Function, connection</td>
<td>Function, causation</td>
<td>Function, Reflection &amp; Perspective</td>
<td>Causation, Change</td>
<td>Causation, Connection</td>
<td>Function, responsibility</td>
</tr>
<tr>
<td></td>
<td>Lines of Inquiry:</td>
<td>The different ways we can express our emotions</td>
<td>Lines of Inquiry:</td>
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<tr>
<td></td>
<td>• How do we develop relationships</td>
<td>How the arts can be interpreted</td>
<td>• The states of matter</td>
<td>• Characteristics of a community</td>
<td>• Natural resources and how they are used</td>
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</tr>
<tr>
<td></td>
<td>• How relationships can affect us</td>
<td>How creativity can be demonstrated artistically</td>
<td>• Behaviour of materials</td>
<td>• Services needed to support a community</td>
<td>• Why natural resources are essential</td>
<td></td>
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<td></td>
<td>• Role and behaviours within relationships</td>
<td></td>
<td>• Changing properties of materials</td>
<td>• Planning services for a community</td>
<td>• Responsible use of natural resources</td>
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## G2 Yearly Overview 2015-2016

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</thead>
<tbody>
<tr>
<td>Integration</td>
<td>Japanese Integration</td>
<td>Music and PE Integration</td>
<td>Library Integration</td>
<td>Art Integration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genres</td>
<td>Letters</td>
<td>Fiction</td>
<td>Procedural</td>
<td>Persuasive</td>
<td>Informational</td>
<td>Poetry</td>
</tr>
</tbody>
</table>

### G2 Yearly Overview 2015-2016

- **Who We Are**: An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.  
  - **Key Concepts**: causation, perspective, reflection  
  - **Related Concepts**: Japanese Integration, Music and PE Integration  
  - **Lines of Inquiry**:  
    - What determines our beliefs and values  
    - How and why role models are chosen  
    - Influence of role models on our choices and actions

- **How We Express Ourselves**: An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.  
  - **Central Idea**: Stories are a way to express ideas and creativity.  
  - **Key Concepts**: form, perspective, reflection  
  - **Related Concepts**: Relationships, Communication, Beliefs, Interpretation  
  - **Lines of Inquiry**:  
    - Modes of storytelling  
    - Structure of narratives  
    - Stories can be told from different viewpoints

- **How the World Works**: An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.  
  - **Central Idea**: Electricity provides the energy for modern technology  
  - **Key Concepts**: form, function, responsibility  
  - **Related Concepts**: transformation of energy, forms of energy (electricity, kinetic, potential), magnetism  
  - **Lines of Inquiry**:  
    - Sources of electricity  
    - Electricity as a form of energy  
    - Impact of electricity on our daily lives  
    - Responsible uses of electricity

- **How We Organize Ourselves**: An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.  
  - **Central Idea**: Volunteers impact the function of organizations.  
  - **Key Concepts**: form, function, connection, perspective  
  - **Related Concepts**: Roles, Citizenship, PSPE, Interdependence, Community, Team Work (interaction)  
  - **Lines of Inquiry**:  
    - Systems within organizations  
    - How volunteers support organization  
    - Action we can take

- **Where We Are in Place and Time**: An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.  
  - **Central Idea**: Landmarks connect people locally and globally.  
  - **Key Concepts**: form, connection, perspective  
  - **Related Concepts**: Pattern, Networks, Rights, Values, Initiative  
  - **Lines of Inquiry**:  
    - Landmarks around the world  
    - Connections between communities and landmarks  
    - Local and global perspectives

### Integration

- **Japanese Integration**:  
  - Aug. 25th – Oct. 3rd  
  - Jan. 26th – Mar. 6th  
  - Apr. 27th – Jun. 10th  
  - Nov. 25th – Jan. 23rd  
  - Mar. 9th – Apr. 24th

- **Music and PE Integration**:  
  - Aug. 25th – Oct. 3rd  
  - Jan. 26th – Mar. 6th  
  - Apr. 27th – Jun. 10th  
  - Nov. 25th – Jan. 23rd  
  - Mar. 9th – Apr. 24th

- **Library Integration**:  
  - Aug. 25th – Oct. 3rd  
  - Jan. 26th – Mar. 6th  
  - Apr. 27th – Jun. 10th  
  - Nov. 25th – Jan. 23rd  
  - Mar. 9th – Apr. 24th

- **Art Integration**:  
  - Aug. 25th – Oct. 3rd  
  - Jan. 26th – Mar. 6th  
  - Apr. 27th – Jun. 10th  
  - Nov. 25th – Jan. 23rd  
  - Mar. 9th – Apr. 24th

### Dates

- **October 6th – November 21st**:  
  - Japanese Integration  
  - Music and PE Integration  
  - Library Integration  
  - Art Integration  

- **August 25th – October 3rd**:  
  - Japanese Integration  
  - Music and PE Integration  
  - Library Integration  
  - Art Integration  

- **January 26th – March 6th**:  
  - Japanese Integration  
  - Music and PE Integration  
  - Library Integration  
  - Art Integration  

- **April 27th – June 10th**:  
  - Japanese Integration  
  - Music and PE Integration  
  - Library Integration  
  - Art Integration  

- **November 25th – January 23rd**:  
  - Japanese Integration  
  - Music and PE Integration  
  - Library Integration  
  - Art Integration  

- **March 9th – April 24th**:  
  - Japanese Integration  
  - Music and PE Integration  
  - Library Integration  
  - Art Integration

### Genres

- **Letters**:  
  - Japanese Integration  
  - Music and PE Integration  
  - Library Integration  
  - Art Integration  

- **Fiction**:  
  - Japanese Integration  
  - Music and PE Integration  
  - Library Integration  
  - Art Integration  

- **Procedural**:  
  - Japanese Integration  
  - Music and PE Integration  
  - Library Integration  
  - Art Integration  

- **Persuasive**:  
  - Japanese Integration  
  - Music and PE Integration  
  - Library Integration  
  - Art Integration  

- **Informational**:  
  - Japanese Integration  
  - Music and PE Integration  
  - Library Integration  
  - Art Integration  

- **Poetry**:  
  - Japanese Integration  
  - Music and PE Integration  
  - Library Integration  
  - Art Integration

### Related Concepts

- **Perspective**:  
  - Japanese Integration  
  - Music and PE Integration  
  - Library Integration  
  - Art Integration

- **Key Concepts**
  - Causation, perspective, reflection
  - Form, function, responsibility
  - Roles, Citizenship, PSPE, Interdependence, Community, Team Work (interaction)
  - Pattern, Networks, Rights, Values, Initiative

### Central Ideas

- **Who We Are**: Exploring role models and how they deepen our understanding of ourselves.
- **How We Express Ourselves**: Using stories to express ideas and creativity.
- **How the World Works**: Understanding energy forms and their impact on our daily lives.
- **How We Organize Ourselves**: Volunteer impact on organizations.
- **Where We Are in Place and Time**: Landmarks and their connections globally.

### Integration

- **Japanese Integration**: Japanese culture and language integration.
- **Music and PE Integration**: Music and physical education integration.
- **Library Integration**: Library resources and integration.
- **Art Integration**: Art and visual arts integration.
## G3 Yearly Overview 2015-2016

<table>
<thead>
<tr>
<th>Dates</th>
<th>Integr.</th>
<th>Writing Genre</th>
<th>Information Texts</th>
<th>Art Integration</th>
<th>Japanese and Music Integration</th>
<th>Play Scripts / Reader’s Theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25th-Oct. 3rd</td>
<td>PE Integration</td>
<td>Information Texts</td>
<td>Poetry (Haiku)</td>
<td>Biography</td>
<td>Creative Writing</td>
<td>Information Texts</td>
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<tr>
<td>Oct. 6th–Nov. 21st</td>
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<td>Art Integration</td>
<td>Japanese and Music Integration</td>
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<td>Mar. 9th–Apr. 24th</td>
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### Who We Are
- An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

### How the World Works
- An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

### Where We are In Place and Time
- An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from local and global perspectives.

### How We Express Ourselves
- An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

### Sharing the Planet
- Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

### How We Organize Ourselves
- An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision making; economic activities and their impact on humankind and the environment.

### Central Idea:
- **Who We Are:** Individual body systems work together to keep us healthy.
- **Key Concepts:** connection, responsibility, reflection
- **Related Concepts:** systems, balance, consequences, well-being, behavior
- **Lines of Inquiry:**
  - How our body systems are integrated and contribute to the whole
  - Balanced choices
  - Consequences of choices

- **Central Idea:** Weather is influenced by a range of factors
- **Key Concepts:** form, function, causation
- **Related Concepts:** atmosphere; climate; systems (weather, water cycle); classification
- **Lines of Inquiry:**
  - Types of weather on Earth
  - How weather happens
  - Why weather is different in different parts of the world
  - How seasons affect weather

- **Central Idea:** Evidence of past civilizations can be used to make connections to present-day societies
- **Key Concepts:** form, change, connection
- **Related Concepts:** continuity, progress, difference, validity
- **Lines of Inquiry:**
  - Characteristics of civilizations and societies
  - Connections between past and present
  - Processes involved in collecting, analyzing and validating evidence

- **Central Idea:** People convey their culture through music, art and dance.
- **Key Concepts:** connection, perspective, reflection
- **Related Concepts:**
- **Lines of Inquiry:**
  - The different ways people express cultural identities. (connection, perspective)
  - The role of music, art and dance in our daily lives. (reflection)
  - The various ways music, art and dance express cultures from around the world. (connection)

- **Central Idea:** Ecosystems are a delicate balance of living and non-living things; all interconnected and easily influenced.
- **Key Concepts:** connection, causation, responsibility
- **Related Concepts:**
- **Lines of Inquiry:**
  - Our responsibility towards the impact on ecosystems (responsibility)
  - People raise awareness of important issue through various medium (causation)
<table>
<thead>
<tr>
<th>G4 Yearly Overview 2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who We Are</strong></td>
</tr>
<tr>
<td><strong>Where We are in place and time</strong></td>
</tr>
<tr>
<td><strong>How we express ourselves</strong></td>
</tr>
<tr>
<td><strong>How the world works</strong></td>
</tr>
<tr>
<td><strong>How we organize ourselves</strong></td>
</tr>
<tr>
<td><strong>Sharing the planet</strong></td>
</tr>
</tbody>
</table>

| **Key Concepts:** | **Beliefs and values (Self, Community, Culture); human history; the natural environment and the impact of human activity; creative expression; the role of imagination; responsibility to others and the environment.** |
| **Related Concepts:** | **Diversity, Perception, Responsibility** |
| **Lines of Inquiry:** | **What we believe**, **How are beliefs formed and changed**, **How beliefs influence the way we behave** |

| **Central Idea:** | **Beliefs and values are conveyed in different ways and are part of who we are.** |
| **Key Concepts:** | **Perspective, Reflection, Connection** |
| **Related Concepts:** | **Diversity, Perception, Responsibility** |

| **Central Idea:** | **Central Idea: Exploration leads to discovery and develops new understandings.** |
| **Key Concepts:** | **Caution, Perspectivity, Change** |
| **Related Concepts:** | **Pattern, Impact, Systems, Opinion** |

| **Central Idea:** | **Central Idea: People can create or manipulate messages to target specific audiences.** |
| **Key Concepts:** | **Function, Perspective, Reflection** |
| **Related Concepts:** | **Communication, Role, Relationships, Interpretation, Responsibility** |

| **Central Idea:** | **Central Idea: Forces around us have magnitude and direction and can impact our lives.** |
| **Key Concepts:** | **Function, Connection, Cause & Effect** |
| **Related Concepts:** | **Kinetic Energy, Physics, Mechanics, Gravity** |

| **Central Idea:** | **Central Idea: Government systems influence the lives of citizens.** |
| **Key Concepts:** | **Function, Responsibility** |
| **Related Concepts:** | **Role, Behavior, Citizenship, Rights, Justice** |

| **Lines of Inquiry:** | **How government systems function**, **Impact of government on citizens**, **The rights and responsibilities of citizenship** |

| **G4 Social Studies (Self Concept, Interaction With Others), Social Studies (Social Organization & Culture), Math (Number), Language (Oral Communication, Written Communication, Visual Communication), Drama (Creative Exploration, Personal & Social Development, Reflection, Evaluation & Appreciation)** | **Science (Earth & Space), (Forces & Energy), Social Studies (Human Systems & Economic Activities, Continuity & Change Through Time), Math (Data Handling, Measurement, Shape & Space, Pattern & Function, Number), Personal & Social Education (Interaction With Others), Language (Oral Communication, Written Communication, Visual Communication)** |
| **Music (Performing, Creating & Composing, Music In Society), Social Studies (Human Systems & Economic Activities Math (Data Handling, Measurement Personal & Social Education (Interaction With Others), Language (Oral Communication, Written Communication, Visual Communication)** |
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## G5 Yearly Overview 2015-2016

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</thead>
<tbody>
<tr>
<td>Sept. 29th - Nov. 7th</td>
<td>Historical-fiction, Photo Essay &amp; captions</td>
<td></td>
<td>Lines of Inquiry:</td>
<td>Types of issues</td>
<td></td>
<td>Lines of Inquiry:</td>
<td>Lines of Inquiry:</td>
<td>Lines of Inquiry:</td>
<td>Forms of energy</td>
<td>Energy transformations</td>
<td><strong>Japanese, Library, Art</strong></td>
<td><strong>Art, PE</strong></td>
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<td></td>
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</tr>
<tr>
<td>Nov. 10th - Dec. 12th</td>
<td>Note taking, Information Report</td>
<td></td>
<td>Central Idea:</td>
<td><strong>Central Idea: Where we are</strong></td>
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<td>Lines of Inquiry:</td>
<td>Key Concepts:</td>
<td>Related Concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb.9th - Apr 24th</td>
<td>Information Report</td>
<td></td>
<td>Central Idea:</td>
<td><strong>Central Idea: How do we express ourselves</strong></td>
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<td>Key Concepts:</td>
<td>Related Concepts</td>
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<tr>
<td>Jan. 5th - Feb. 6th</td>
<td>Persuasive, Notecards for Oral Presentations</td>
<td></td>
<td><strong>Central Idea: How do we organize ourselves</strong></td>
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