

<p>Discovery School's Program of Inquiry</p> 	<p><b>Who we are</b> An inquiry into the nature of the self; beliefs &amp; values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights &amp; responsibilities; what it means to be human.</p>	<p><b>Where we are in place &amp; time</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 &amp; global perspectives.</p>	<p><b>How we express ourselves</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 works</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical &amp; 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 organize ourselves</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>ELC (Year A)</p>	<p><b>Central Idea:</b> <a href="#">Choices impact our health.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The opinions of different choices we can make</li> <li>- The connection between choices and well-being</li> <li>- Our responsibility to make positive choices</li> </ul> <p><b>Key Concepts:</b> perspective, connection, responsibility</p> <p><b>Related Concepts:</b> Choices, health cause/effect</p> <p><b>Subject focus:</b> PSPE, Language</p> <p><b>IB LP</b> - Open-minded, Balanced</p> <p><b>ATL</b> - Self-management, Social</p>	<p><b>Central Idea:</b> <a href="#">Homes reflect identity and circumstances.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Types of homes</li> <li>- How homes fulfill our basic needs</li> <li>- Why homes vary according to culture</li> </ul> <p><b>Key Concepts:</b> form, connection, causation</p> <p><b>Related Concepts:</b> Shelter, needs, identity</p> <p><b>Subject focus:</b> Social studies, Language</p> <p><b>IB LP</b> - Thinker, Knowledgeable</p> <p><b>ATL</b> - Communication, Thinking</p>	<p><b>Central Idea:</b> <a href="#">Visual art communicates emotions.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The different forms of visual art</li> <li>- How emotions can be communicated through art</li> <li>- The interpretation of art</li> </ul> <p><b>Key Concepts:</b> form, function, perspective</p> <p><b>Related Concepts:</b> Creativity, points of view, imagination</p> <p><b>Subject focus:</b> The Arts, PSPE</p> <p><b>IB LP</b> - Reflective, Communicator</p> <p><b>ATL</b> - Thinking</p>	<p><b>Central Idea:</b> <a href="#">Observation generates questions.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Types of observations</li> <li>- Cycles and progression</li> <li>- The causes of changes</li> </ul> <p><b>Key Concepts:</b> form, change, causation</p> <p><b>Related Concepts:</b> Observations, cycles, organisms</p> <p><b>Subject focus:</b> Math, Science</p> <p><b>IB LP</b> - Inquirer, Risk-taker</p> <p><b>ATL</b> - Communication, Research, Thinking</p>		
<p>ELC (Year B)</p>	<p><b>Central Idea:</b> <a href="#">Learning about ourselves helps us to understand how we are similar or different.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Similarities and differences among individuals</li> <li>- Different likes and dislikes</li> <li>- Our relationships with different people</li> </ul> <p><b>Key Concepts:</b> form, perspective, connection</p> <p><b>Related Concepts:</b> Identity, diversity, relationships</p> <p><b>Subject focus:</b> Language, PSPE</p> <p><b>IB LP</b> - Knowledgeable, Caring</p> <p><b>ATL</b> - Communication, Social</p>		<p><b>Central Idea:</b> <a href="#">Play invites opportunities for communication and discovery.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- What play is</li> <li>- Ways to communicate during play</li> <li>- Our responsibilities during play</li> </ul> <p><b>Key Concepts:</b> form, function, responsibility,</p> <p><b>Related Concepts:</b> Safety, communication, play</p> <p><b>Subject focus:</b> The Arts, Science</p> <p><b>IB LP</b> - Inquirer, Open-minded</p> <p><b>ATL</b> - Thinking, Social, Self-management</p>		<p><b>Central Idea:</b> <a href="#">Human-made systems connect communities.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different human-made systems</li> <li>- The impact systems have on communities</li> <li>- The relationship between systems and communities</li> </ul> <p><b>Key Concepts:</b> form, causation, connection</p> <p><b>Related Concepts:</b> Community, systems, transportation</p> <p><b>Subject focus:</b> Math, Social Studies</p> <p><b>IB LP</b> - Thinker, Communicator</p> <p><b>ATL</b> - Communication, Research, Thinking</p>	<p><b>Central Idea:</b> <a href="#">People depend on living things.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The characteristics of living things</li> <li>- How products from living things can change</li> <li>- The relationship between living things</li> </ul> <p><b>Key Concepts:</b> form, change, connection</p> <p><b>Related Concepts:</b> Characteristics, resources, interdependence</p> <p><b>Subject focus:</b> Language, Science, Social Studies</p> <p><b>IB LP</b> - Principled, Balanced</p> <p><b>ATL</b> - Thinking, Social, Research</p>

<p><b>Kindergarten</b></p>	<p><b>Central Idea:</b> <a href="#">Our attitudes guide our behavior.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The values of the learner profile</li> <li>- How the learner profile guides our relationships</li> <li>- How we can communicate a trait</li> </ul> <p><b>Key Concepts:</b> responsibility, perspective, causation</p> <p><b>Related Concepts:</b> Values, behavior</p> <p><b>Subject focus:</b> PSPE, Language</p> <p><b>IB LP</b> - Principled, Caring</p> <p><b>ATL</b> - Self-management, Social</p>	<p><b>Central Idea:</b> <a href="#">Personal histories shape identity.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How our identity connects us to others</li> <li>- How timelines can measure time and events</li> <li>- How our personal histories make us unique</li> </ul> <p><b>Key Concepts:</b> connection, function, causation</p> <p><b>Related Concepts:</b> Similarities/Differences, chronology</p> <p><b>Subject focus:</b> Social Studies, Math</p> <p><b>IB LP</b> - Open-minded, Communicator</p> <p><b>ATL</b> - Research</p>	<p><b>Central Idea:</b> <a href="#">Sound is found all around us.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The feelings/points of view sounds can create</li> <li>- How sound is transmitted</li> <li>- How sounds can be put together to create music</li> </ul> <p><b>Key Concepts:</b> form, function, perspective</p> <p><b>Related Concepts:</b> Emotion, sound, patterns</p> <p><b>Subject focus:</b> Science, PSPE, The Arts</p> <p><b>IB LP</b> - Knowledgeable, Communicator</p> <p><b>ATL</b> -Thinking, Communication</p>			<p><b>Central Idea:</b> <a href="#">Living things rely on their environment for survival.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different habitats</li> <li>- How some living things change to suit their environment</li> <li>- How to show respect and act responsibly towards living things</li> </ul> <p><b>Key Concepts:</b> form, change, responsibility</p> <p><b>Related Concepts:</b> Habitats, respect</p> <p><b>Subject focus:</b> Science, Social Studies</p> <p><b>IB LP</b> - Reflective, Thinker</p> <p><b>ATL</b> - Research, Thinking</p>
----------------------------	--	---	--	--	--	---

<p><b>1st and 2nd Grade (Year A)</b></p>	<p><b>Central Idea:</b> <a href="#">Traditions and celebrations can unify communities.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The origins of different traditions</li> <li>- Features of traditions/celebrations</li> <li>- The points of view of different traditions/celebrations</li> </ul> <p><b>Key Concepts:</b> causation, form, perspective</p> <p><b>Related Concepts:</b> Traditions, celebrations</p> <p><b>Subject focus:</b> Language, Social Studies, PSPE</p> <p><b>IB LP</b> - Open-minded, Reflective</p> <p><b>ATL</b> - Thinking, Research, Social</p>	<p><b>Central Idea:</b> <a href="#">Technology has transformed daily life.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The changes in technology</li> <li>- How technology connects us</li> <li>- The impact of technology in our lives</li> </ul> <p><b>Key Concepts:</b> change, connection, causation</p> <p><b>Related Concepts:</b> Technology, progress</p> <p><b>Subject focus:</b> Science, Soc. Studies, Arts</p> <p><b>IB LP</b> - Knowledgeable, Thinker</p> <p><b>ATL</b> - Thinking</p>	<p><b>Central Idea:</b> <a href="#">Communication has the power to teach values motivating action.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The properties of stories</li> <li>- How we use language to express ideas</li> <li>- How stories move us to act</li> </ul> <p><b>Key Concepts:</b> form, function, responsibility</p> <p><b>Related Concepts:</b> Stories, moral, inspiration</p> <p><b>Subject focus:</b> Language, PSPE</p> <p><b>IB LP</b> - Communicator, Principled, Open-minded</p> <p><b>ATL</b> - Communication</p>	<p><b>Central Idea:</b> <a href="#">Forces simplify tasks.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different types of forces</li> <li>- How forces work</li> <li>- How forces make work easier</li> </ul> <p><b>Key Concepts:</b> form, function, causation</p> <p><b>Related Concepts:</b> Types of forces, cause and effect</p> <p><b>Subject focus:</b> Language, Math, Science</p> <p><b>IB LP</b> - Inquirers, Thinkers</p> <p><b>ATL</b> - Research, Thinking</p>	<p><b>Central Idea:</b> <a href="#">Diagrams communicate our order of the world.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The properties of maps and globes</li> <li>- How maps and globes are organized</li> <li>- Maps and globes as a system of organizing regions</li> </ul> <p><b>Key Concepts:</b> form, function, connection</p> <p><b>Related Concepts:</b> Maps/Globes, regions, geography</p> <p><b>Subject focus:</b> Social Studies, Math, The Arts</p> <p><b>IB LP</b> - Balanced, Risk-taker</p> <p><b>ATL</b> - Thinking, Self-management</p>	<p><b>Central Idea:</b> <a href="#">Our use of natural resources can impact the environment.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The causes of environmental change</li> <li>- How the environment is changing</li> <li>- Our responsibility to conserve natural resources</li> </ul> <p><b>Key Concepts:</b> causation, change responsibility</p> <p><b>Related Concepts:</b> Conservation, ecology, natural resources</p> <p><b>Subject focus:</b> Science, PSPE</p> <p><b>IB LP</b> - Caring, Balanced</p> <p><b>ATL</b> - Self-management, Research</p>
--	---	---	---	--	--	--

<p><b>1st and 2nd Grade (Year B)</b></p>	<p><b>Central Idea:</b> <a href="#">What we value is part of who we are.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Our identity</li> <li>- How our beliefs guide our behavior</li> <li>- Different values</li> </ul> <p><b>Key Concepts:</b> form, causation, perspective</p> <p><b>Related Concepts:</b> Belief, Strengths and Weaknesses</p> <p><b>Subject focus:</b> PSPE, Social Studies</p> <p><b>IB LP</b> - Thinker, Open-minded</p> <p><b>ATL</b> - Communication, Social</p>	<p><b>Central Idea:</b> <a href="#">Journeys and travel create change and can lead to new perspectives.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Travel around the world</li> <li>- How travel can change us</li> <li>- Our responsibilities to prepare for journeys</li> </ul> <p><b>Key Concepts:</b> form, change, responsibility</p> <p><b>Related Concepts:</b> Journeys, Planning</p> <p><b>Subject focus:</b> Social Studies</p> <p><b>IB LP</b> - Reflective, Risk-takers</p> <p><b>ATL</b> - Thinking, self-management</p>	<p><b>Central Idea:</b> <a href="#">Through the arts, people use different forms of expression to convey their uniqueness.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The different ways people can express themselves</li> <li>- How the arts can communicate who we are</li> <li>- The values expressed through the arts</li> </ul> <p><b>Key Concepts:</b> form, function, responsibility</p> <p><b>Related Concepts:</b> self-expression, individuality</p> <p><b>Subject focus:</b> The Arts</p> <p><b>IB LP</b> - Balanced</p> <p><b>ATL</b> - Research, self-management</p>	<p><b>Central Idea:</b> <a href="#">Patterns represent sequence and organization.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Patterns</li> <li>- Observing changes</li> <li>- Predicting what might happen next</li> </ul> <p><b>Key Concepts:</b> form, change, causation</p> <p><b>Related Concepts:</b> Properties of materials, changes of state</p> <p><b>Subject focus:</b> Science, Math</p> <p><b>IB LP</b> - Knowledgeable, Inquirers</p> <p><b>ATL</b> - Communication, research</p>	<p><b>Central Idea:</b> <a href="#">In an organization, people share responsibility towards a common purpose.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Purposes of a workplace</li> <li>- The interconnectedness of people in a workplace</li> <li>- The importance of a shared vision</li> </ul> <p><b>Key Concepts:</b> function, connection, responsibility</p> <p><b>Related Concepts:</b> Roles, Purpose</p> <p><b>Subject focus</b> - Language, PSPE</p> <p><b>IB LP</b> - Caring, Communicators</p> <p><b>ATL</b> - Social, Thinking</p>	<p><b>Central Idea:</b> <a href="#">People interact with, use, and value the local environment in different ways.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Local natural environments</li> <li>- Human usage of the local environment</li> <li>- How our actions impact the local environment</li> </ul> <p><b>Key concepts-</b> form, function, connection</p> <p><b>Related Concepts:</b> Green spaces, community</p> <p><b>Subject focus:</b> Science, Social Studies</p> <p><b>IB LP</b> - Principled</p> <p><b>ATL</b> - Thinking, research</p>
--	--	---	--	--	---	--

<p><b>3rd and 4th Grade (Year A)</b></p>	<p><b>Central Idea:</b> <a href="#">Diversity enhances populations.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- What diversity is</li> <li>- How we can classify diversity</li> <li>- The causes of diversity</li> </ul> <p><b>Key Concepts:</b> form, perspective, causation</p> <p><b>Related Concepts:</b> Diversity, classification</p> <p><b>Subject focus:</b> Social studies, PSPE</p> <p><b>IB LP</b> - Principled, Inquirer</p> <p><b>ATL</b> - Self-management, Research</p>	<p><b>Central Idea:</b> <a href="#">Changing factors shape the Earth.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The geological structure of the Earth</li> <li>- How factors continue to change the Earth</li> <li>- Humankind's response to geological changes</li> </ul> <p><b>Key Concepts:</b> form, causation, responsibility</p> <p><b>Related Concepts:</b> Erosion, tectonic plate movement</p> <p><b>Subject focus:</b> Science, Social studies,</p> <p><b>IB LP</b> - Caring, Inquirer</p> <p><b>ATL</b> - Self-management, Thinking, Research</p>	<p><b>Central Idea:</b> <a href="#">Performance is a form of artistic expression.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The different ways people can perform</li> <li>- The importance of practice in developing a performance</li> <li>- Our responsibility during performances</li> </ul> <p><b>Key Concepts:</b> form, change, responsibility</p> <p><b>Related Concepts:</b> Performance, practice/rehearse</p> <p><b>Subject focus:</b> The Arts, PSPE, Language</p> <p><b>IB LP</b> - Reflective, Risk taker</p> <p><b>ATL</b> - Thinking, Self-management</p>	<p><b>Central Idea:</b> <a href="#">Energy transforms societies.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Types of energy sources</li> <li>- How energy is produced</li> <li>- Responsible energy use</li> </ul> <p><b>Key Concepts:</b> form, function, responsibility</p> <p><b>Related Concepts:</b> Forms of energy, power</p> <p><b>Subject focus:</b> Science, Social Studies, Math</p> <p><b>IB LP</b> - Knowledgeable, Thinker</p> <p><b>ATL</b> - Self management, Communication, Research</p>	<p><b>Central Idea:</b> <a href="#">People are organized differently around the world.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The structure of governments</li> <li>- How governments work</li> <li>- How governments contribute to a society</li> </ul> <p><b>Key Concepts:</b> form, function, causation</p> <p><b>Related Concepts:</b> Government, leadership</p> <p><b>Subject focus:</b> Social Studies, Math</p> <p><b>IB LP</b> - Knowledgeable, Communicator</p> <p><b>ATL</b> - Thinking, Social</p>	<p><b>Central Idea:</b> <a href="#">Conflict can be resolved in a variety of ways.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Historical causes of conflict</li> <li>- How conflict changes people and places</li> <li>- Our responsibility to resolve personal conflicts</li> </ul> <p><b>Key Concepts:</b> causation, change, responsibility</p> <p><b>Related Concepts:</b> Conflict, revolution, resolution</p> <p><b>Subject focus:</b> PSPE, Social Studies</p> <p><b>IB LP</b> - Communicator, Open minded</p> <p><b>ATL</b> - Social, Self-management, Research</p>
<p><b>3rd and 4th Grade (Year B)</b></p>	<p><b>Central Idea:</b> <a href="#">The human body is an intricate system.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Specialized structures in the human body</li> <li>- How the systems of the human body work together</li> <li>- How choices affect the human body</li> </ul> <p><b>Key Concepts:</b> causation, connection, responsibility</p> <p><b>Related Concepts:</b> Systems, interdependent</p> <p><b>Subject focus:</b> Science, Language, PSPE</p> <p><b>IB LP</b> - Balanced, Risk-taker</p> <p><b>ATL</b> - Thinking, Communication, Research</p>	<p><b>Central Idea:</b> <a href="#">History can be analyzed through primary sources.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- What primary sources are</li> <li>-How sources can show change over time</li> <li>- The perspectives of people in history</li> </ul> <p><b>Key Concepts:</b> causation, connection, change</p> <p><b>Related Concepts:</b> History, sources</p> <p><b>Subject focus:</b> Social Studies, Math</p> <p><b>IB LP</b> - Communicator, Open-minded</p> <p><b>ATL</b> - Thinking, Communication, Self-management</p>	<p><b>Central Idea:</b> <a href="#">Poetry reflects culture and self.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Forms of poetry</li> <li>- How poetry expresses ideas and feelings</li> <li>- Our opinions of different poems</li> </ul> <p><b>Key Concepts:</b> form, function, perspective</p> <p><b>Related Concepts:</b> Expression, poetic devices, imagery</p> <p><b>Subject focus:</b> Language, The Arts</p> <p><b>IB LP</b> - Communicator, Caring</p> <p><b>ATL</b> - Thinking, Communication</p>	<p><b>Central Idea:</b> <a href="#">Life depends on the ability to adapt.</a></p> <p><b>Lines of Inquiry:-</b></p> <ul style="list-style-type: none"> <li>- The adaptations of living things</li> <li>- The changes living things go through</li> <li>- Why living things need to adapt</li> </ul> <p><b>Key Concepts:</b> form, change, causation</p> <p><b>Related Concepts:</b> Evolve, adaptation, growth</p> <p><b>Subject focus:</b> Science, language</p> <p><b>IB LP</b> - Inquirer, Reflective</p> <p><b>ATL</b> - Thinking, Communication</p>	<p><b>Central Idea:</b> <a href="#">Laws and rules guide and regulate our lives.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The relationship between rules and consequences</li> <li>- Our responsibility to abide by laws and rules</li> <li>- How societies communicate expectations</li> </ul> <p><b>Key Concepts:</b> connection, responsibility, function</p> <p><b>Related Concepts:</b> Social expectations, communication, laws and rules</p> <p><b>Subject focus:</b> Social studies, language</p> <p><b>IB LP</b> - Principled, Knowledgeable, Reflective</p> <p><b>ATL</b> - Thinking</p>	<p><b>Central Idea:</b> <a href="#">Risk-taking can lead to equal opportunities.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The properties of risk-taking</li> <li>- The points of view of equal opportunities</li> <li>- How decisions about equal opportunities are made and enacted</li> </ul> <p><b>Key Concepts:</b> form, perspective, responsibility</p> <p><b>Related Concepts:</b> Equal opportunities, legislation, civil rights</p> <p><b>Subject focus:</b> Social studies, language</p> <p><b>IB LP</b> - Thinker, Inquirer</p> <p><b>ATL</b> - Social, Research</p>

<p><b>5th/6th (Year A)</b></p>	<p><b>Central Idea:</b> <a href="#">Cells contribute to the health of organisms.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- What cells are</li> <li>- How cells work</li> <li>- The relationship between cells and our health</li> </ul> <p><b>Key Concepts:</b> form, function, connection</p> <p><b>Related Concepts:</b> Cells, genetics</p> <p><b>Subject focus:</b> Science, PSPE</p> <p><b>IB LP</b> - Thinkers, Inquirers</p> <p><b>ATL</b> - Self-management, Communication</p>	<p><b>Central Idea:</b> <a href="#">Innovation allows civilizations to grow and develop.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The causes of innovation</li> <li>- How past civilizations worked</li> <li>- How innovation allows civilizations to develop</li> </ul> <p><b>Key Concepts:</b> causation, function, connection</p> <p><b>Related Concepts:</b> Innovation, civilizations and origins</p> <p><b>Subject focus:</b> Social Studies, The Arts</p> <p><b>IB LP</b> - Thinker, Communicator</p> <p><b>ATL</b> - Communication, Research</p>	<p><b>Central Idea:</b> <a href="#">Religions influence the modern world.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The features of different religions</li> <li>- The relationship between different religions</li> <li>- The opinions of religions on contemporary issues</li> </ul> <p><b>Key Concepts:</b> form, connection, perspective</p> <p><b>Related Concepts:</b> Religion, beliefs</p> <p><b>Subject focus:</b> Social Studies, Language</p> <p><b>IB LP</b> - Reflective, Balanced</p> <p><b>ATL</b> - Research, Thinking</p>	<p><b>Central Idea:</b> <a href="#">Geology exposes the past.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How we classify rocks, minerals and soil (geological resources)</li> <li>- The uses of rocks, minerals and soil</li> <li>- How geological resources can change</li> </ul> <p><b>Key Concepts:</b> form, function, change</p> <p><b>Related Concepts:</b> Geology, properties, classification</p> <p><b>Subject focus:</b> Science, Social Studies,</p> <p><b>IB LP</b> - Knowledgeable, Inquirers</p> <p><b>ATL</b> - Research, Thinking</p>	<p><b>Central Idea:</b> <a href="#">Decision-making is optimized through evaluation.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How data drives decision making (who and how it is used)</li> <li>- Our responsibility to evaluate data for its reliability</li> <li>- The relationship between decision-making and data</li> </ul> <p><b>Key Concepts:</b> causation, responsibility, connection</p> <p><b>Related Concepts:</b> reliability, decision-making, data</p> <p><b>Subject focus:</b> Social Studies, Math</p> <p><b>IB LP</b> - Open-minded, Principled</p> <p><b>ATL</b> - Research, Self-management</p>	<p><b>Central Idea:</b> <a href="#">Our passions can prompt us to action</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- What passion is</li> <li>- How our passions impact our learning</li> <li>- Our responsibility to take action</li> </ul> <p><b>Key Concepts:</b> form, causation, responsibility</p> <p><b>Related Concepts:</b> passion, action</p> <p><b>Subject focus:</b> All</p> <p><b>IB LP</b> - Caring, Risk taker</p> <p><b>ATL</b> - Research, Self-management</p> <p style="text-align: center;">--- EXHIBITION ---</p>
<p><b>5th/6th (Year B)</b></p>	<p><b>Central Idea:</b> <a href="#">Our passions can prompt us to action</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- What passion is</li> <li>- How our passions impact our learning</li> <li>- Our responsibility to take action</li> </ul> <p><b>Key Concepts:</b> form, causation, responsibility</p> <p><b>Related Concepts:</b> passion, action</p> <p><b>Subject focus:</b> All</p> <p><b>IB LP</b> - Caring, Risk taker</p> <p><b>ATL</b> - Research, Self-management</p> <p style="text-align: center;">--- EXHIBITION ---</p>	<p><b>Central Idea:</b> <a href="#">Exploration leads to discoveries.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The impact of exploration</li> <li>- The changes brought about by exploration</li> <li>- The interpretation of different explorations and how they lead to different understandings</li> </ul> <p><b>Key Concepts:</b> causation, change perspective</p> <p><b>Related Concepts:</b> exploration, discovery</p> <p><b>Subject focus</b> - Science, Math</p> <p><b>IB LP</b> - Risk-taker, Inquirer</p> <p><b>ATL</b> - Communication, Thinking, Self-management</p>	<p><b>Central Idea:</b> <a href="#">Media influences how we think and the choices we make.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Our responsibility to make informed choices</li> <li>- How advertising communicates beliefs and values</li> <li>- How media influences us</li> </ul> <p><b>Key Concepts:</b> Responsibility, Function, Causation</p> <p><b>Related Concepts:</b> Advertising, Influence, Values</p> <p><b>Subject focus</b> - Language, The Arts</p> <p><b>IB LP</b> - Principled, Balanced</p> <p><b>ATL</b> - Research</p>	<p><b>Central Idea:</b> <a href="#">Scientific principles advance our knowledge of the universe.</a></p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- Patterns in and beyond our solar system</li> <li>- How the laws of light, sound and motion work</li> <li>- How our understanding of scientific principles has changed</li> </ul> <p><b>Key concepts:</b> form, function, change</p> <p><b>Related concepts:</b> physics,, patterns</p> <p><b>Subject focus</b> - Science, Math</p> <p><b>IB LP</b> - Communicator, Reflective</p> <p><b>ATL</b> - Thinking</p>	<p><b>Central Idea:</b> <a href="#">Our economy is dependent on trade and employment.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How the economy works</li> <li>- Our responsibility to participate in the economy</li> <li>- Factors that influence the economy</li> </ul> <p><b>Key Concepts:</b> function, responsibility, causation</p> <p><b>Related Concepts:</b> Economy Supply and demand Goods and services</p> <p><b>Subject focus</b> - Social studies</p> <p><b>IB LP</b> - Open-minded, Balanced</p> <p><b>ATL</b> - Self-management, Thinking, Communication</p>	<p><b>Central Idea:</b> <a href="#">Organisms perform a variety of roles in ecosystems.</a></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The roles of different organisms</li> <li>- How the changes in an ecosystem can transform organisms</li> <li>- The relationship between ecosystems and organisms</li> </ul> <p><b>Key Concepts:</b> Function, Change, Connection</p> <p><b>Related Concepts:</b> Organisms, Ecosystems</p> <p><b>Subject focus</b> - Science, Math</p> <p><b>IB LP</b> - Caring, Inquirers</p> <p><b>ATL</b> - Communication, Social</p>