



Children's World Academy - Programme of Inquiry



Updated October Nov. 22, 2017

Age	An Inquiry into Who We Are	An Inquiry into Where We Are in Place and Time	An Inquiry into How We Express Ourselves	An Inquiry Into How The World Works	An Inquiry into How We Organize Ourselves	An Inquiry into Sharing the Planet
11-12	<p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</p>	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution</p>
6	<p style="text-align: center;">Discovering Our Identity</p> <p>Central idea: Changes people experience at different stages of their lives affect who they are and how they perceive the world around them.</p> <p>Key Concepts: Change, Responsibility, Perspective</p> <p>Related Concepts: growth, identity, relationships</p> <p>Learner Profile: Caring, Open-minded, Balanced</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The physical, social, emotional and intellectual changes that occur throughout life *The factors that contribute to well-being throughout life. *The interconnectedness between our sense of self and how we perceive the world. 	<p style="text-align: center;">Conflicts</p> <p>Central idea: Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved.</p> <p>Key Concepts: Causation, perspective, responsibility</p> <p>Related Concepts: interconnectedness, opinion, citizenship</p> <p>Learner Profile: Caring, Inquirers, Risk-Takers</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> * The causes of local and global conflicts * The rights and responsibilities of humans * The strategies used to resolve conflicts and their impact 	<p style="text-align: center;">How We Express Ourselves through Writing</p> <p>Central idea: Writing genres enable us to express ideas, feelings, beliefs and values.</p> <p>Key Concepts: Form, Perspective, Reflection</p> <p>Related Concepts: Properties, Interpretation, beliefs and values</p> <p>Learner Profile: Communicators, Thinkers, Reflective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The different genres of writings *The different ways that authors convey beliefs and values *The use of creativity in writing reaches different audiences 	<p style="text-align: center;">ICT</p> <p>Central Idea: New digital media changes the way people access information and connect to each other.</p> <p>Key Concepts: Responsibility, Reflection, Change</p> <p>Related Concepts: Communication, interpretation, evolution</p> <p>Learner Profile: Balanced, Knowledgeable, Principled</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> * Our responsibility in a virtual environment * Evaluating information * How new communication technologies transform social interaction 	<p style="text-align: center;">Political Systems</p> <p>Central idea: Political views steer societal decision-making and its governing systems.</p> <p>Key Concepts: Function, Connection, Perspective</p> <p>Related Concepts: structure, systems, similarities and differences</p> <p>Learner Profile: Inquirers, Communicators, Principled</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The political systems around the world *The democratic and non-democratic countries. *How different political structures affect the lives of its citizens. 	<p style="text-align: center;">Exhibition - Energy</p> <p>Central idea: The choices we make every day about how we use energy, impact our environment and our lives.</p> <p>Key Concepts: All</p> <p>Learner Profile: All</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The different forms of energy and their production. *Equal opportunity to access energy *Conservation and consumer responsibility towards energy

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<p>9-10</p> <p>4</p>	<p>The Relationship between Body and Mind</p> <p>Central idea : Human's physical and mental health development is determined by life habits and the environment.</p> <p>Key Concepts : Function, Reflection, Responsibility</p> <p>Related concepts : behavior, relationships, initiative</p> <p>Learner Profile: Open-minded, Caring, Balanced</p> <p>Lines of inquiry : *The function of the human body.</p> <p>*How daily choices play a role in the maintenance of a healthy lifestyle.</p> <p>*The connection between physical and mental health.</p>	<p>Où nous nous situons dans l'espace et le temps</p> <p>Idée maîtresse : Les explorations et découvertes apportent des changements qui nous aident à comprendre où nous nous situons dans l'espace et le temps.</p> <p>Concepts clés : Causalité, Changement, Relation</p> <p>Concepts connexes : Exploration, adaptation, conséquences</p> <p>Profil de l'apprenant : Audacieux, intègres, Communicatifs</p> <p>Pistes de recherche : *Les motivations qui conduisent les êtres humains à explorer.</p> <p>*Les parcours et défis des explorateurs.</p> <p>*Les changements et découvertes apportés par l'exploration.</p>	<p>How We Express Ourselves through Cartooning</p> <p>Central idea: Cartoonists use cartoons to express messages and values.</p> <p>Key Concepts : Form, Change, Perspective</p> <p>Related concepts : structure, evolution, communication</p> <p>Learner Profile: Knowledgeable, Thinkers, Open-minded</p> <p>Lines of Inquiry : *The elements involved in a comic strip.</p> <p>*How cartoonists use their creativity to express ideas through an alternate media.</p> <p>*The evolution of cartooning around the world.</p>	<p>Composition et transformation des roches et minéraux</p> <p>Idée maîtresse: Les roches et les minéraux sont des ressources épuisables qui contribuent au développement de la société et la technologie.</p> <p>Concepts clés: Forme, Fonction, Changement</p> <p>Concepts connexes: Propriétés, similarités et différences, transformation</p> <p>Profil de l'apprenant : Chercheurs, Sensés, Communicatifs</p> <p>Pistes de recherche : *Les caractéristiques des roches et minéraux.</p> <p>*Les diverses utilisations des roches et minéraux.</p> <p>*Les changements subis par la croûte terrestre.</p>	<p>Measurement Systems</p> <p>Central idea: All societies use a variety of measurement systems to organize themselves.</p> <p>Key Concepts: Function, Change, Connection</p> <p>Related Concepts: systems, patterns, evolution</p> <p>Learner Profile: Knowledgeable, Inquirers, Communicators</p> <p>Lines of Inquiry: *The use of measurement and numbers in our daily lives.</p> <p>*How we use the metric system to organize ourselves.</p> <p>*The evolution of different number systems of measurement used overtime.</p>	<p>Our Waste, Our Responsibility</p> <p>Central idea: Community choices of waste management determine the impact on the environment</p> <p>Key Concepts: Responsibility, Form and Causation</p> <p>Related Concepts: Initiative, impact, consequences</p> <p>Learner Profile: Communicators, Reflective, Knowledgeable</p> <p>Lines of Inquiry: *Different ways for waste disposal.</p> <p>*Consequences of waste and disposal processes on the environment.</p> <p>*Our responsibility towards waste management.</p>

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7-8 2	<p>Qui nous sommes</p> <p><u>Idée maîtresse</u> : Les contacts avec la diversité culturelle nous amènent à découvrir et à comprendre notre propre culture.</p> <p><u>Concepts clés</u> : forme, réflexion, perspective</p> <p><u>Concepts connexes</u> : Similarités et différences, comportements, citoyenneté</p> <p><u>Profil de l'apprenant</u> : Informés, Ouverts d'esprit, Réfléchis</p> <p><u>Pistes de recherche</u> :</p> <ul style="list-style-type: none"> *Les similarités et différences des éléments culturels. *L'appréciation des valeurs et des comportements liés à la culture. *Les interactions entre les membres de différentes communautés culturelles. 	<p>Les secrets des artefacts</p> <p><u>Idée maîtresse</u> : Les artefacts nous informent sur l'histoire du passé.</p> <p><u>Concepts clés</u> : Causalité, Changement, Relation</p> <p><u>Concepts connexes</u> : artefact, évolution, civilisation</p> <p><u>Profil de l'apprenant</u> : Informés, Réfléchis</p> <p><u>Pistes de recherche</u> :</p> <ul style="list-style-type: none"> *Ce que nous dévoile les artefacts *L'artefact en relation avec l'époque *L'évolution des artefacts à travers le temps 	<p>Comment nous nous exprimons à travers la musique</p> <p><u>Idée maîtresse</u> : La musique est un langage universel qui permet d'exprimer nos idées, nos sentiments et notre culture.</p> <p><u>Concepts clés</u> : Réflexion, Fonction, Perspective</p> <p><u>Concepts connexes</u> : interprétation, opinion, communication</p> <p><u>Profil de l'apprenant</u> : Communicatifs, Ouverts d'esprit, Équilibrés</p> <p><u>Pistes de recherche</u> :</p> <ul style="list-style-type: none"> *Les différents éléments du langage musical. *Les éléments culturels, les messages (idées) et ou les valeurs exprimés par les instruments et par le langage musical. *Ce qui influence nos goûts et nos choix musicaux. 	<p>Le fonctionnement du système solaire</p> <p><u>Idée maîtresse</u> : Le système solaire comporte des planètes avec des caractéristiques qui leurs sont propres.</p> <p><u>Concepts clés</u> : Forme, Fonction, Relation</p> <p><u>Concepts Connexes</u> : structure, système, rôle</p> <p><u>Profil de l'apprenant</u> : Informés, Sensés, Chercheurs</p> <p><u>Pistes de recherche</u> :</p> <ul style="list-style-type: none"> *La composition du système solaire. *Les caractéristiques qui rendent la vie possible sur Terre. *L'implication des humains dans l'exploration spatiale. 	<p>La transformation des ressources naturelles</p> <p><u>Idée maîtresse</u> : Les humains transforment les ressources naturelles pour fabriquer des produits de consommation.</p> <p><u>Concepts clés</u> : Fonction, Changement, Relation</p> <p><u>Concepts connexes</u> : Transformation, propriétés et utilisation, action</p> <p><u>Profil de l'apprenant</u> : Chercheurs, Communicatifs, Intègres</p> <p><u>Pistes de recherche</u> :</p> <ul style="list-style-type: none"> *Les caractéristiques des matières premières et produits transformés. *L'origine et le processus de transformation des matières premières. *Les décisions qui influencent nos habitudes de consommation. 	<p>Les relations entre les bestioles et les humains</p> <p><u>Idée maîtresse</u> : L'interaction entre les humains et les bestioles met au défi l'équilibre de la faune et la flore.</p> <p><u>Concepts clés</u> : Forme, Fonction, Responsabilité</p> <p><u>Concepts connexes</u> : propriétés, environnement, action</p> <p><u>Profil de l'apprenant</u> : Sensés, Altruistes, Audacieux</p> <p><u>Pistes de recherche</u> :</p> <ul style="list-style-type: none"> *Les caractéristiques et les rôles des différentes bestioles. *Les bestioles nuisibles ou bénéfiques à l'environnement. *Les façons dont les êtres humains interagissent avec les bestioles.

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6-7 1	<p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</p> <p>Mes choix alimentaires</p> <p><u>Idée maîtresse:</u> Les habitudes alimentaires des gens varient selon divers facteurs personnels, culturels et géographiques.</p> <p><u>Concepts clés :</u> Forme, Causalité et Responsabilité</p> <p><u>Concepts connexes :</u> propriétés, conséquences, action</p> <p><u>Profil de l'apprenant :</u> Équilibrés, Ouverts d'esprit, Communicatifs</p> <p><u>Pistes de recherche:</u> *Les composantes d'une alimentation équilibrée. *Les facteurs qui influencent les besoins alimentaires des individus (santé, âge, croyances, goût). *Les conséquences des choix alimentaires sur la santé.</p>	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>L'évolution des métiers</p> <p><u>Idée maîtresse:</u> Les métiers évoluent à travers le temps selon les besoins d'une société.</p> <p><u>Concepts clés :</u> changement, relation, perspective <u>Concepts connexes :</u> évolution, relation, opinion</p> <p><u>Profil de l'apprenant :</u> Sensés et Ouverts d'esprit</p> <p><u>Pistes de recherche:</u> *Les relations existantes entre les métiers et nos besoins. *Les raisons de l'apparition et la disparition de certains métiers. *Les divers métiers pratiqués à travers le monde.</p>	<p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Comment nous nous exprimons avec les mots</p> <p><u>Idée maîtresse :</u> Nous pouvons exprimer notre culture, nos idées et notre créativité en jouant avec les mots.</p> <p><u>Concepts clés :</u> Forme, Fonction et Réflexion</p> <p><u>Concepts connexes :</u> structure, intention, compréhension</p> <p><u>Profil de l'apprenant :</u> Audacieux, Communicatifs, Réfléchis</p> <p><u>Pistes de recherche :</u> *Les diverses façons de jouer avec les mots : dans les comptines, les devinettes et les rebus. *Les aspects retrouvés dans divers comptines. *Le rôle des comptines dans l'apprentissage d'une langue.</p>	<p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Les propriétés des végétaux</p> <p><u>Idée maîtresse :</u> Les végétaux vivent et se transforment afin de survivre dans leur environnement.</p> <p><u>Concepts clés :</u> Forme, Changement, Relation</p> <p><u>Concepts connexes :</u> cycle de vie, adaptation, transformation</p> <p><u>Profil de l'apprenant :</u> Communicatifs, Informés, Chercheurs</p> <p><u>Pistes de recherche :</u> *Les caractéristiques du monde végétal (monde vivant) *Les adaptations des végétaux aux changements dans leur environnement. *L'utilisation du monde végétal par l'être humain</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>L'organisation d'une ville</p> <p><u>Idée maîtresse :</u> Les humains organisent et adaptent leur ville pour répondre aux besoins de la communauté.</p> <p><u>Concepts clés :</u> Causalité, Relation, Fonction.</p> <p><u>Concepts connexes :</u> aménagement, système, conséquences</p> <p><u>Profil de l'apprenant :</u> Communicatifs, Informés</p> <p><u>Pistes de recherche :</u> *Les caractéristiques de notre ville. *L'organisation d'une ville. *Les ressemblances et les différences entre diverses villes.</p>	<p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution</p> <p>Les animaux en danger d'extinction</p> <p><u>Idée maîtresse :</u> Certaines espèces animales sont menacées de disparaître pour toujours.</p> <p><u>Concepts clés :</u> Relation, Responsabilité, Causalité</p> <p><u>Concepts connexes :</u> écosystème, extinction, action</p> <p><u>Profil de l'apprenant :</u> Chercheurs, Informés, Communicatifs</p> <p><u>Pistes de recherche :</u> *Les relations entre une espèce et son habitat. *Les causes et les conséquences de la diminution et de la disparition de la population animale. *Le rôle de l'être humain dans la protection des espèces menacées.</p>

