Children's World Academy - Programme of Inquiry

Updated June 5, 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**
	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	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.	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.	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.	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.	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
11-12 **6**	**Discovering Our Identity** **Central idea: Changes people experience at different stages of their lives affect who they are and how they perceive the world around them.** **Key Concepts:** Change, Responsibility, Perspective **Related Concepts:** growth, identity, relationships **Learner Profile:** Caring, Open-minded, Balanced **Lines of Inquiry:** *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.	**Political Systems** **Central idea: Different political structures are used in countries around the world to guide the citizens in their daily lives.** **Key Concepts**: Function, Connection, Perspective **Related Concepts:** structure, systems, similarities and differences **Learner Profile**: Inquirers, Communicators, Principled **Lines of Inquiry:** *The political systems around the world *The democratic and non-democratic countries. *How different political structures affect the lives of its citizens.	**How We Express Ourselves through Writing** **Central idea: People use different forms of writing to express feelings, beliefs and values.** **Key Concepts:** Form, Perspective, Reflection **Related Concepts:** Properties, Interpretation, beliefs and values **Learner Profile:** Communicators, Thinkers, Reflective **Lines of Inquiry:** *The different forms of writings *How different texts convey different messages *The way creativity connects us to different audiences	**Exhibition Food for Thought!** **Central Idea: Humans have a vital relationship with food.** **Key Concepts:** All **Learner Profile**: All Attributes **Lines of Inquiry**: *Production and commercialization of food *The connection between food and our health *The interconnectedness of food and global issues	**ICT** **Central Idea: New digital media changes the way people access information and connect to each other.** **Key Concepts:** Responsibility, Reflection, Change **Related Concepts:** Communication, interpretation, evolution **Learner Profile:** Balanced, Knowledgeable, Principled **Lines of Inquiry:** * Our responsibility in a virtual environment * Evaluating information * How new communication technologies transform social interaction	**The Fundamentals of Energy** **Central idea: Electricity is produced in various ways and is used in our everyday life.** **Key Concepts:** Form, Function, Causation **Related Concepts:** properties, transformation, technological advances **Learner Profile:** Inquirers, Risk-Takers, Knowledgeable **Lines of Inquiry:** *The different forms of energy *The scientific laws of electricity *The impact of technological advances on the environment

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10-11 **5**	**Similarities and Differences of World Religions** **Central idea:** **People search for meaning through their spiritual values** **Key Concepts:** Form, Perspective, Reflection **Related Concepts:** Similarities and differences, beliefs, opinion **Learner profile**: Open-minded, Balanced, Reflective **Lines of Inquiry:** *Our personal beliefs and values. *Values and beliefs of the major faiths of the world. *The impact of religion and spiritual traditions on society	**The Challenges of Immigration** **Central Idea:** **The movement of people between countries exists due to circumstances and challenges.** **Key Concepts:** change, causation, connection **Related Concepts:** migration, consequences, diversity **Learner Profile:** Knowledgeable, Communicators, Caring **Lines of Inquiry:** *The reasons why people immigrate. *Immigration throughout history. *The effects of immigration on societies.	**How We Express Ourselves through Nonverbal language** **Central Idea :** **Humans use nonverbal language to convey messages.** **Key Concepts:** Function, Connection, Perspective **Related Concepts:** communication, systems, subjectivity **Learner Profile:** Thinkers, Communicators, Risk- takers **Lines of Inquiry :** *The function of nonverbal language in society. *The way in which culture influences the interpretation of nonverbal messages. *The use of nonverbal techniques in advertisement as a way to influence people's choices.	**Les catastrophes naturelles** **Idée maîtresse :** **Les catastrophes naturelles ont des conséquences sur la vie terrestre.** **Concepts clés** : Relation, Causalité, Responsabilité **Concepts connexes :** climat, conséquences, innovation **Profil de l'apprenant :** Chercheurs, Communicatifs, Informés **Pistes de recherches :** *Les divers phénomènes météorologiques autour du monde et leurs causes. *Les conséquences économiques, physiques et psychologiques de ces cataclysmes. *Les technologies utilisées pour comprendre et prévoir ces phénomènes.	**The Impact of Industrialization** **Central idea :** **The industrialization period affects the development of many countries.** **Key Concepts:** Causation, Change, Perspective **Related Concepts:** innovation, consequences, impact **Learner Profile**: Principled, Reflective, Communicators **Lines of Inquiry:** *The industrialization period. *The way in which society is affected by industrialization. *The development of countries as a result of industrialization	**Oceans' Ecosystems** **Central idea:** **Oceans' ecosystems are challenged by human activities.** **Key Concepts:** Function, Causation, Responsibility **Related Concepts:** ecosystems, consequences, rights and responsibilities **Learner Profile**: Inquirers, Knowledgeable, Communicators **Lines of Inquiry:** *The elements and functions of the marine ecosystems *The consequences of pollution and over-exploitation of this resource. *The rights and responsibilities of human being with respect to marine life

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

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8-9 **3**	**Healthy Relationships** **Central idea:** **Healthy relationships enrich our lives and require nurturing in order to develop.** **Key Concepts:** Form, Connection, Responsibility **Related Concepts:** relationships, consequences, values **Learner Profile:** Balanced, Caring, Principled, Risk-Takers **Lines of Inquiry:** *The importance of healthy relationships. *How healthy relationships are made and kept. *The personal characteristics that help me develop and nurture healthy relationships.	**Aboriginal Communities of the world** **Central idea:** **A community is composed of people who share common territorial and social structures that evolve over time.** **Key Concepts:** Form, Connection, Change **Related Concepts:** structures, relationships, similarities and differences **Learner Profile:** Knowledgeable, Open-minded, Reflective **Lines of Inquiry:** *The definition of an Aboriginal community. *Territorial and social structures of the Aboriginal communities. *Similarities and differences between now and then.	**How We Express Ourselves through Storytelling** **Central idea:** **Through storytelling, we express our ideas, creativity and culture.** **Key Concepts:** Function, Perspective, Reflection **Related Concepts:** communication, similarities and differences, interpretation **Learner Profile:** Reflective, Open-minded **Lines of Inquiry:** *Underlying messages and values present in storytelling. *The components of storytelling. *Differences and similarities in variations of the same story.	**Water and its States** **Central idea:** **The changeable physical and chemical properties of water can be utilized to meet our needs.** **Key Concepts:** Function, Change, Causation **Related Concepts:** cycles, states, role **Learner Profile:** Communicators, Inquirers, Principled, Thinkers **Lines of Inquiry:** *The water cycle *The properties and states of water. *The roles of water in our everyday life.	**Innovations** **Central idea:** **Human creativity affects the growth of civilization.** **Key Concepts:** Function, Reflection, Perspective **Related Concepts:** process, innovation, impact **Learner Profile:** Inquirers, Communicators, Risk-takers **Lines of Inquiry:** *The creative process. *Reasons why people innovate. *The resulting impact on society (Environment, community).	**The Forest Ecosystems of the World** **Central idea: Forest ecosystems are dynamic and have the ability to respond to change in an effort to maintain its ecological balance.** **Key Concepts:** Form, Causation Responsibility **Related Concepts:** properties, initiatives, consequences and impact **Learner Profile:** Caring, Principled, Knowledgeable, Balanced **Lines of Inquiry:** *The different forest ecosystems. *The factors that affect the sustainability of the forest ecosystems. *Our responsibility in maintaining the balance of forest ecosystems.

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7-8 **2**	**Qui nous sommes** **Idée maîtresse :** **Notre ouverture aux différentes cultures se développe à travers diverses rencontres locales et mondiales.** **Concepts clés** : forme, réflexion, perspective **Concepts connexes :** Similarités et différences, comportements, citoyenneté **Profil de l'apprenant :** Informés, Ouverts d'esprit, Réfléchis **Pistes de recherche :** *Les composantes d'une culture. *Les similarités et différences des éléments culturels. *Les interactions entre les membres de différentes communautés culturelles.	**Les secrets des artefacts** **Idée maîtresse :** **Les artefacts nous informent l'histoire du passé.** **Concepts clés :** Causalité, Changement, Relation **Concepts connexes :** artéfact, évolution, civilisation **Profil de l'apprenant :** Informés, Réfléchis **Pistes de recherche :** *Ce que nous dévoile les artefacts *L'artefact en relation avec l'époque *L'évolution des artefacts à travers le temps	**Comment nous nous exprimons à travers la musique** **Idée maîtresse :** **La musique est un langage universel qui permet de s'exprimer nos idées, nos sentiments et notre culture.** **Concepts clés :** Réflexion, Fonction, Perspective **Concepts connexes :** interprétation, opinion, communication **Profil de l'apprenant :** Communicatifs, Ouverts d'esprit, Équilibrés **Pistes de recherche :** *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.	**Le fonctionnement du système solaire** **Idée maitresse:** **Le système solaire comporte des planètes avec des caractéristiques qui leurs sont propres.** **Concepts clés :** Forme, Fonction, Relation **Concepts Connexes:** structure, système, rôle **Profil de l'apprenant :** Informés, Sensés, Chercheurs **Pistes de recherche :** *La composition du système solaire. *Les caractéristiques qui rendent la vie possible sur Terre. *L'implication des humains dans l'exploration spatiale.	**La transformation des ressources naturelles** **Idée maîtresse :** **Les humains transforment les ressources naturelles pour fabriquer des produits de consommation.** **Concepts clés :** Fonction, Changement, Relation **Concepts connexes :** communication, transformation, valeurs **Profil de l'apprenant :** Chercheurs, Communicatifs, Intègres **Pistes de recherche :** *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.	**Les relations entre les bestioles et les humains** **Idée maîtresse :** **Les humains et les bestioles jouent un rôle dans l'équilibre de la planète.** **Concepts clés :** Forme, Fonction, Responsabilité **Concepts connexes :** propriétés, environnement, action **Profil de l'apprenant :** Sensés, Altruistes, Audacieux **Pistes de recherche :** *Les caractéristiques et les rôles des différentes bestioles. *Les façons dont les êtres humains utilisent les bestioles. *Les bestioles nuisibles ou bénéfiques à l'environnement.

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6-7 **1**	**Mes choix alimentaires** **<u>Idée maîtresse</u>:** **Les habitudes alimentaires des gens varient selon divers facteurs personnels, culturels et géographiques.** **<u>Concepts clés</u> :** Forme, Causalité et Responsabilité **<u>Concepts connexes</u> :** propriétés, conséquences, action **<u>Profil de l'apprenant</u> :** Équilibrés, Ouverts d'esprit, Communicatifs **<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.	**L'évolution des métiers** **<u>Idée maîtresse</u>:** **Les métiers évoluent à travers le temps selon les besoins d'une société.** **<u>Concepts clés</u> :** changement, relation, perspective **<u>Concepts connexes</u> :** évolution, relation, opinion **<u>Profil de l'apprenant</u> :** Sensés et Ouverts d'esprit **<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.	**Comment nous nous exprimons avec les mots** **<u>Idée maîtresse</u> :** **Nous pouvons exprimer notre culture, nos idées et notre créativité en jouant avec les mots.** **<u>Concepts clés</u> :** Forme, Fonction et Réflexion **<u>Concepts connexes</u> :** structure, intention, compréhension **<u>Profil de l'apprenant</u>** : Audacieux, Communicatifs, Réfléchis **<u>Pistes de recherche</u> :** *Les diverses façons de jouer avec les mots : sons, rimes, rythme, etc. *Les comptines reflètent diverses cultures. *Le rôle des comptines dans l'apprentissage d'une langue.	**Les propriétés des végétaux** **<u>Idée maîtresse</u> : Les végétaux vivent et se transforment afin de survivre dans leur environnement.** **<u>Concepts clés</u> :** Forme, Changement, Relation **<u>Concepts connexes</u> :** cycle de vie, adaptation, transformation **<u>Profil de l'apprenant</u> :** Communicatifs, Informés, Chercheurs **<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	**L'organisation d'un quartier** **<u>Idée maîtresse</u> : Les humains organisent leur quartier pour répondre à leurs besoins.** **<u>Concepts clés</u>** : Causalité, Relation, Fonction. **<u>Concepts connexes</u> :** aménagement, système, conséquences **<u>Profil de l'apprenant</u> :** Communicatifs, Informés **<u>Pistes de recherche</u> :** *****Les caractéristiques de notre quartier. *L'organisation d'un quartier. *Les ressemblances et les différences entre divers quartiers.	**Les animaux en danger d'extinction** **<u>Idée maîtresse</u> : Certaines espèces animales sont menacées de disparaître pour toujours.** **<u>Concepts clés</u> :** Relation, Responsabilité, Causalité **<u>Concepts connexes</u>** : écosystème, extinction, action **<u>Profil de l'apprenant</u> :** Chercheurs, Informés, Communicatifs **<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.

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5-6 **K**	**The Function of Our Senses** **Central idea: People use their senses to explore their world.** **Key Concepts:** Form, Function, Connection **Related Concepts:** system, impact, adaptation **Learner Profile**: Knowledgeable, Risk-takers, Reflective **Lines of Inquiry:** *The five senses *The impact of senses in people's lives *How people adapt to the deprivation of a sense	**Personal Milestones** **Central idea: People continuously change and develop as they grow.** **Key Concepts:** Change, Connection, Reflection **Related Concepts:** impact, growth, lifestyles **Learner Profile**: Balanced, Communicators, Open-minded, Reflective **Lines of Inquiry:** *Physical developmental stages from birth to present. *Developmental changes affect our abilities (physical, cognitive, social, and emotional). *Maintaining a healthy and balanced lifestyle	**How We Express Ourselves through Celebrations** **Central idea: Most people express their culture through celebrations.** **Key Concepts:** Causation, Connection, Perspective **Related Concepts:** artefacts, beliefs and values, traditions **Learner Profile**: Inquirers, Knowledgeable, Open-minded and Principled **Lines of Inquiry:** *Historical reasons for the different celebrations. *The discovery of symbols and artefacts used in celebrations around the world. *How people express beliefs, values and culture through celebration.	**Seasons: The Earth's Natural Cycles** **Central idea: The earth's natural cycles influence the activity of living things.** **Key Concepts**: Change, Causation, Connection **Related Concepts:** cycles, transformation, adaptation **Learner Profile:** Inquirers, Knowledgeable, Thinkers **Lines of Inquiry:** *The Earth's cycles. *The characteristics of each season. *How animals, people and plants adapt to change.	**The Function and Organization of a School Community** **Central idea: People play different roles in their school community.** **Key Concepts:** Form, Function, Responsibility **Related Concepts:** community, roles, citizenship **Learner Profile:** Caring, Inquirers, Thinkers **Lines of Inquiry:** *The purpose of a school. *The organization of our school day. *The roles and responsibilities of the members of the school community.	**Sharing the Planet with Animals** **Central idea: People and animals share a mutual connection.** **Key Concepts:** Form, Connection, Responsibility **Related Concepts:** classification, role, Relationships **Learner Profile**: Caring, Inquirers, Thinkers **Lines of Inquiry:** *The classification of animals *The roles animals and people play in each other's lives. *The responsibilities of humans for the well-being of animals.