



# Children's World Academy - Programme of Inquiry



Updated February 21, 2019

Age	An Inquiry into <b>Who We Are</b>	An Inquiry into <b>Where We Are in Place and Time</b>	An Inquiry into <b>How We Express Ourselves</b>	An Inquiry Into <b>How The World Works</b>	An Inquiry into <b>How We Organize Ourselves</b>	An Inquiry into <b>Sharing the Planet</b>
	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  <b>6</b>	<p><b>Central idea:</b> Changes people experience at different stages of their lives affect who they are and how they perceive the world around them.</p> <p><b>Key Concepts:</b> Change, Responsibility, Perspective</p> <p><b>Related Concepts:</b> growth, identity, relationships</p> <p><b>Learner Profile:</b> Caring, Open-minded, Balanced</p> <p><b>Lines of Inquiry:</b> *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>	<p><b>Central idea:</b> Where we are in place and time is shaped by historical figures and events of the past.</p> <p><b>Key Concepts:</b> connection, causation, perspective</p> <p><b>Related Concepts:</b> consequences, sequences, interconnectedness, opinion</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable, open-minded</p> <p><b>Lines of Inquiry:</b> * The origins of historical events/ people  *The influence of events/individuals on the world.  *Different interpretations of the same events</p>	<p><b>Central idea:</b> Writing genres enable us to express ideas, feelings, beliefs and values.</p> <p><b>Key Concepts:</b> Form, Perspective, Reflection</p> <p><b>Related Concepts:</b> Properties, Interpretation, beliefs and values</p> <p><b>Learner Profile:</b> Communicators, Thinkers, Reflective</p> <p><b>Lines of Inquiry:</b> *The different genres of writings  *The different ways that authors convey beliefs and values  *The use of creativity in writing reaches different audiences</p>	<p><b>Central Idea:</b> Energy is converted from a range of resources and used in various ways.</p> <p><b>Key Concepts:</b> Form, Function, Causation</p> <p><b>Related Concepts:</b> properties, similarities and differences, systems, consequences</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable, risk-takers</p> <p><b>Lines of Inquiry:</b> *The different forms of energy  * The scientific laws of electricity * The impact of technological advances on the environment</p>	<p><b>Central idea:</b> Political views steer societal decision-making and its governing systems.</p> <p><b>Key Concepts:</b> Function, Connection, Perspective</p> <p><b>Related Concepts:</b> structure, systems, similarities and differences</p> <p><b>Learner Profile:</b> Inquirers, Communicators, Principled</p> <p><b>Lines of Inquiry:</b> *The political systems around the world  *The democratic and non-democratic countries.  *How different political structures affect the lives of its citizens.</p>	<p style="text-align: center;"><b>Exhibition</b></p> <p><b>Central idea:</b> The global challenges we face require us to take action in order to lead to a better and more sustainable future</p> <p><b>Key Concepts:</b> All</p> <p><b>Learner Profile:</b> All</p> <p><b>Lines of Inquiry:</b>  *A United Nations global challenge  *The local and global concerns  *Our global responsibility to leave no one behind</p>

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



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<p>8-9</p> <p><b>3</b></p>	<p><b>Central idea:</b> <b>Healthy relationships enrich our lives and require nurturing in order to develop.</b></p> <p><b>Key Concepts:</b> Form, Connection, responsibility</p> <p><b>Related Concepts:</b> relationships, consequences, responsibility</p> <p><b>Learner Profile:</b> Balanced, Caring, Principled, Risk-Takers</p> <p><b>Lines of Inquiry:</b> *The components of a healthy relationship.</p> <p>*The connection between relationships and our well-being.</p> <p>*Rights and responsibilities in a healthy relationship</p>	<p><b>Central idea:</b> <b>Aboriginal communities are composed of people who share common territorial and social structures that evolve over time.</b></p> <p><b>Key Concepts:</b> Form, Connection, Change</p> <p><b>Related Concepts:</b> structures, relationships, similarities and differences</p> <p><b>Learner Profile:</b> Knowledgeable, Open-minded, Reflective</p> <p><b>Lines of Inquiry:</b> *The definition of an Aboriginal community.</p> <p>*Territorial and social structures of the Aboriginal communities.</p> <p>*Similarities and differences between now and then.</p>	<p><b>Central idea:</b> <b>Through storytelling, we express our ideas, creativity and culture.</b></p> <p><b>Key Concepts:</b> Form, Causation, Perspective</p> <p><b>Related Concepts:</b> communication, impact, interpretation</p> <p><b>Learner Profile:</b> Reflective, Open-minded</p> <p><b>Lines of Inquiry:</b> *The components of storytelling.</p> <p>*The cultural elements depicted through storytelling.</p> <p>*Differences and similarities in variations of the same story.</p>	<p><b>Central idea:</b> <b>The physical and chemical properties of water can be utilized to meet our needs.</b></p> <p><b>Key Concepts:</b> Function, Change, Responsibility</p> <p><b>Related Concepts:</b> cycles, states, citizenship</p> <p><b>Learner Profile:</b> Communicators, Inquirers, Principled, Thinkers</p> <p><b>Lines of Inquiry:</b> *The water cycle</p> <p>*The properties and states of water.</p> <p>*Water accessibility in our everyday life</p>	<p><b>Central idea:</b> <b>Human creativity affects the growth of civilization.</b></p> <p><b>Key Concepts:</b> Function, Reflection, Perspective</p> <p><b>Related Concepts:</b> process, innovation, impact</p> <p><b>Learner Profile:</b> Inquirers, Communicators, Risk-takers</p> <p><b>Lines of Inquiry:</b> *The inquiry cycle</p> <p>*Reasons why people innovate.</p> <p>*The resulting impact on society (Environment, community).</p>	<p><b>Central idea:</b> <b>Forest ecosystems are dynamic and have the ability to respond to change in an effort to maintain its ecological balance.</b></p> <p><b>Key Concepts:</b> Form, Causation Responsibility</p> <p><b>Related Concepts:</b> properties, initiatives, consequences and impact</p> <p><b>Learner Profile:</b> Caring, Principled, Knowledgeable, Balanced</p> <p><b>Lines of Inquiry:</b> *The different forest ecosystems.</p> <p>*The factors that affect the sustainability of the forest ecosystems.</p> <p>*Our responsibility in maintaining the balance of forest ecosystems.</p>

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<p>7-8</p> <p><b>2</b></p>	<p><b><u>Idée maîtresse</u> :</b> Les contacts avec la diversité culturelle nous amènent à découvrir et à comprendre notre propre culture.</p> <p><b><u>Concepts clés</u> :</b> forme, réflexion, perspective</p> <p><b><u>Concepts connexes</u> :</b> Similarités et différences, comportements, citoyenneté</p> <p><b><u>Profil de l'apprenant</u> :</b> Informés, Ouverts d'esprit, Réfléchis</p> <p><b><u>Pistes de recherche</u> :</b></p> <p>*Les similarités et différences des éléments culturels.</p> <p>*L'appréciation des valeurs et des comportements liés à la culture.</p> <p>*Les interactions entre les membres de différentes communautés culturelles.</p>	<p><b><u>Idée maîtresse</u> :</b> Les artefacts sont des traces qui nous informent sur l'évolution des sociétés</p> <p><b><u>Concepts clés</u> :</b> Fonction, Changement, Relation</p> <p><b><u>Concepts connexes</u> :</b> artefact, évolution, civilisation</p> <p><b><u>Profil de l'apprenant</u> :</b> Informés, Réfléchis</p> <p><b><u>Pistes de recherche</u> :</b></p> <p>*Ce que nous dévoile les artefacts</p> <p>*L'artefact en relation avec l'époque</p> <p>*L'évolution des artefacts à travers le temps</p>	<p><b><u>Idée maîtresse</u> :</b> Nous exprimons nos intérêts et nos passions de façon personnelle et créative.</p> <p><b><u>Concepts clés</u> :</b> Forme, Relation, Perspective</p> <p><b><u>Concepts connexes</u> :</b> créativité, opinion, communication</p> <p><b><u>Profil de l'apprenant</u> :</b> Communicatifs, Sensés, Équilibrés</p> <p><b><u>Pistes de recherche</u> :</b></p> <p>*L'appréciation de nos différences, de nos talents, de nos intérêts</p> <p>*L'expression de la créativité dans différents domaines</p> <p>*Différentes façons d'exprimer nos intérêts et nos passions à l'aide de la créativité.</p>	<p><b><u>Idée maîtresse:</u></b> Notre système solaire est composé de différents corps célestes qui obéissent à des principes scientifiques.</p> <p><b><u>Concepts clés</u> :</b> Forme, Fonction, Relation</p> <p><b><u>Concepts Connexes:</u></b> structure, système, rôles</p> <p><b><u>Profil de l'apprenant</u> :</b> Informés, Sensés, Chercheurs</p> <p><b><u>Pistes de recherche</u> :</b></p> <p>*La composition du système solaire.</p> <p>*Les caractéristiques et principes scientifiques qui rendent la vie possible sur Terre.</p> <p>*Les technologies liées à l'exploration spatiale qui ont un impact dans notre quotidien.</p>	<p><b><u>Idée maîtresse</u> :</b> Les humains transforment les ressources naturelles pour fabriquer des produits de consommation.</p> <p><b><u>Concepts clés</u> :</b> Forme, Changement, Relation</p> <p><b><u>Concepts connexes</u> :</b> Transformation, propriétés, action</p> <p><b><u>Profil de l'apprenant</u> :</b> Chercheurs, Communicatifs, Intègres</p> <p><b><u>Pistes de recherche</u> :</b></p> <p>*Les caractéristiques des matières premières et produits transformés.</p> <p>*L'origine et le processus de transformation des matières premières.</p> <p>*Les décisions qui influencent nos habitudes de consommation.</p>	<p><b><u>Idée maîtresse</u> :</b> L'interaction entre les humains et les bestioles met au défi l'équilibre de la faune et la flore.</p> <p><b><u>Concepts clés</u> :</b> Forme, Fonction, Responsabilité</p> <p><b><u>Concepts connexes</u> :</b> propriétés, environnement, action</p> <p><b><u>Profil de l'apprenant</u> :</b> Sensés, Altruistes, Audacieux</p> <p><b><u>Pistes de recherche</u> :</b></p> <p>*Les caractéristiques et les rôles des différentes bestioles.</p> <p>*Les bestioles nuisibles ou bénéfiques à l'environnement.</p> <p>*Les façons dont les êtres humains interagissent avec les bestioles.</p>

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<p>6-7</p> <p><b>1</b></p>	<p><b><u>Idée maîtresse:</u></b> Les habitudes alimentaires des gens varient selon divers facteurs personnels, culturels et géographiques.</p> <p><b><u>Concepts clés :</u></b> Forme, Causalité et Responsabilité</p> <p><b><u>Concepts connexes :</u></b> propriétés, conséquences, action</p> <p><b><u>Profil de l'apprenant :</u></b> Équilibrés, Ouverts d'esprit, Communicatifs</p> <p><b><u>Pistes de recherche:</u></b> *Les composantes d'une alimentation équilibrée.  *Les facteurs qui influencent les besoins alimentaires des gens (santé, âge, croyances, goût).  *Les conséquences des choix alimentaires sur la santé.</p>	<p><b><u>Idée maîtresse:</u></b> Les métiers évoluent à travers le temps selon les besoins d'une société.</p> <p><b><u>Concepts clés :</u></b> changement, relation, perspective</p> <p><b><u>Concepts connexes :</u></b> évolution, relation, opinion</p> <p><b><u>Profil de l'apprenant :</u></b> Sensés et Ouverts d'esprit</p> <p><b><u>Pistes de recherche:</u></b> *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><b><u>Idée maîtresse :</u></b> Nous pouvons exprimer notre culture, nos idées et notre créativité en jouant avec les mots.</p> <p><b><u>Concepts clés :</u></b> Forme, Fonction et Réflexion</p> <p><b><u>Concepts connexes :</u></b> structure, intention, compréhension</p> <p><b><u>Profil de l'apprenant :</u></b> Audacieux, Communicatifs, Réfléchis</p> <p><b><u>Pistes de recherche :</u></b> *Les diverses façons de jouer avec les mots.  *Les aspects culturels retrouvés dans les jeux de mots.  *Le rôle des jeux de mots dans l'apprentissage d'une langue.</p>	<p><b><u>Idée maîtresse :</u></b> Les végétaux vivent et se transforment afin de survivre dans leur environnement.</p> <p><b><u>Concepts clés :</u></b> Forme, Changement, Relation</p> <p><b><u>Concepts connexes :</u></b> cycle de vie, adaptation, transformation</p> <p><b><u>Profil de l'apprenant :</u></b> Communicatifs, Informés, Chercheurs</p> <p><b><u>Pistes de recherche :</u></b> *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><b><u>Idée maîtresse :</u></b> Les humains organisent et adaptent leur ville pour répondre aux besoins de la communauté.</p> <p><b><u>Concepts clés :</u></b> Causalité, Relation, Fonction.</p> <p><b><u>Concepts connexes :</u></b> aménagement, système, conséquences</p> <p><b><u>Profil de l'apprenant :</u></b> Communicatifs, Informés</p> <p><b><u>Pistes de recherche :</u></b> *Les caractéristiques de notre ville.  *L'organisation d'une ville.  *Les ressemblances et les différences entre diverses villes.</p>	<p><b><u>Idée maîtresse :</u></b> La diversité et la survie des espèces animales sont influencées par l'activité humaine.</p> <p><b><u>Concepts clés :</u></b> Relation, Responsabilité, Causalité</p> <p><b><u>Concepts connexes :</u></b> écosystème, extinction, action</p> <p><b><u>Profil de l'apprenant :</u></b> Chercheurs, Informés, Communicatifs</p> <p><b><u>Pistes de recherche :</u></b> *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>

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5-6  <b>K</b>	<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><b>Central idea:</b> People explore and adapt to their world with the help of their senses.</p> <p><b>Key Concepts:</b> Form, Function, Connection</p> <p><b>Related Concepts:</b> system, impact, adaptation</p> <p><b>Learner Profile:</b> Knowledgeable, Risk-takers, Reflective</p> <p><b>Lines of Inquiry:</b> * The five senses</p> <p>*The impact senses have in people's lives</p> <p>*The way people adapt to the deprivation of a sense</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><b>Central idea:</b> Through discovery and expression of beliefs, values and culture, most people enjoy and appreciate celebrations.</p> <p><b>Key Concepts:</b> Causation, Connection, Perspective</p> <p><b>Related Concepts:</b> artefacts, beliefs and values, traditions</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable, Open-minded and Principled</p> <p><b>Lines of Inquiry:</b> *Historical reasons for the different celebrations</p> <p>*The discovery of symbols and artefacts used in celebrations around the world</p> <p>*How people express beliefs, values and culture through celebration</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><b>Central idea:</b> The earth's natural cycle influences the adaptation and activity of living things.</p> <p><b>Key Concepts:</b> Change, Causation, Connection</p> <p><b>Related Concepts:</b> cycles, transformation, adaptation</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable, Thinkers</p> <p><b>Lines of Inquiry:</b> * The Earth's cycle</p> <p>*The weather patterns</p> <p>*How animals, people and plants adapt to each season</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><b>Central idea:</b> A school community is a human-made system that creates structure and organization.</p> <p><b>Key Concepts:</b> Form, Function, Responsibility</p> <p><b>Related Concepts:</b> community, roles, citizenship</p> <p><b>Learner Profile:</b> Caring, Inquirers, Thinkers</p> <p><b>Lines of Inquiry:</b> * The purpose of a school</p> <p>*The organization of our school day</p> <p>*The roles and responsibilities of the members of the school community</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>