



Children's World Academy - Programme of Inquiry



2023- 24

Age	<p style="text-align: center;">An Inquiry into Who We Are</p> <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 style="text-align: center;">An Inquiry into Where We Are in Place and Time</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 style="text-align: center;">An Inquiry into How We Express Ourselves</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 style="text-align: center;">An Inquiry into How The World Works</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 style="text-align: center;">An Inquiry into How We Organize Ourselves</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 style="text-align: center;">An Inquiry into Sharing the Planet</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>11-12</p> <p style="font-size: 2em; font-weight: bold; text-align: center;">6</p>	<p style="text-align: center;">EXHIBITION</p> <p style="text-align: center;">Central idea: <i>Local and global challenges require one to take action for a sustainable future.</i></p> <p style="text-align: center;"><i>Les défis locaux et mondiaux exigent que l'on prenne des mesures pour un avenir durable.</i></p> <p>Key Concepts: All Learner Profile: All Approaches to Learning: All</p> <p>Lines of Inquiry: *How one's interest and passion about a local and global issue leads to agency. *How reflecting upon global issues and taking local action broadens perspectives and knowledge. *An effective means of expressing one's findings through a creative medium.</p>	<p>Central idea: Where we are in place and time is shaped by historical figures and events of the past.</p> <p>Key Concepts: connection, causation, perspective</p> <p>Related Concepts: consequences, sequences, interconnectedness, opinion</p> <p>Learner Profile: Inquirers, Knowledgeable, open-minded</p> <p>Approaches to Learning Communication Skills, Research Skills, Thinking Skills</p> <p>Lines of Inquiry: * The origins of historical events and people. *The influence of events and individuals on the world. *Different interpretations of the same events.</p>	<p>Central idea: Changes people experience at different stages of their lives affect who they are, how they express themselves 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>Approaches to Learning Research Skills, Social Skills, Self-management Skills</p> <p>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.</p>	<p>Central idea: Space exploration has improved our knowledge of Earth and the Universe.</p> <p>Key Concepts: Form, Change, Causation</p> <p>Related Concepts: Technological advances, outer space</p> <p>Learner Profile: Inquirers, Knowledgeable, thinkers</p> <p>Approaches to Learning Research Skills, Thinking Skills, Communication Skills</p> <p>Lines of Inquiry: *The ways that space technology has improved. *Technological adaptations to make space travel possible. *The adaptations that are needed to sustain life on Mars.</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>Approaches to Learning Communication and social skills</p> <p>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.</p>	<p>Central idea: The choices about how we use energy have an impact on the environment and our lives.</p> <p>Key Concepts: Form, Perspective, Responsibility</p> <p>Related Concepts: properties, technological advancements, transformation</p> <p>Learner Profile: Inquirers, Risk-takers, Knowledgeable</p> <p>Approaches to Learning Thinking Skills, Communication Skills</p> <p>Lines of Inquiry: *The different forms of energy and their production. * Equal opportunity to access energy * Conservation and consumer responsibility towards energy.</p>

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

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<p>9-10</p> <p>4</p>	<p>Central idea: Human’s physical and mental health development is determined by life habits and the environment.</p> <p>Key Concepts: Function, Connection, Responsibility</p> <p>Related concepts: Wellness, health, nutrition, exercise, balance</p> <p>Learner Profile: Open-minded, Caring, Balanced</p> <p>Approaches to Learning Self-management & Social Skills</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 relationship between physical and mental health.</p>	<p>Idée maîtresse : Les explorations et découvertes apportent des changements qui nous aident à comprendre où 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>Approches de l’apprentissage: Thinking, Research & Communication Skills</p> <p>Pistes de recherche : *Les motivations qui conduisent les êtres humains à explorer. *Les parcours et défis des explorateurs. *Les changements et découvertes apportés par l’exploration.</p>	<p>Central idea: Artists use drawings 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>Approaches to Learning Thinking, Communication and Social Skills</p> <p>Lines of Inquiry: *The elements involved in a comic strip. (form) *How cartoonists use their creativity to express ideas through an alternate media. (perspective) *The evolution of drawing and animation. (change)</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>Approches de l’apprentissage: Compétences de communication, Compétences de recherche, Compétences de pensée</p> <p>Pistes de recherche : *Les caractéristiques des roches et minéraux. *Les diverses utilisations des roches et minéraux. *Les changements subis par la croûte terrestre.</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, evolution</p> <p>Learner Profile: Knowledgeable, Inquirers, Communicators</p> <p>Approaches to Learning Thinking, Research & Communication Skills</p> <p>Lines of Inquiry: *The function of measurement systems *The connection between the measurement systems and its tools *The comparison of different measurement systems around the world</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>Approaches to Learning Social, communication & Research Skills</p> <p>Lines of Inquiry: *Different ways for waste disposal. *Consequences of waste and disposal processes on the environment. *Our responsibility towards waste management.</p>

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<p>8-9</p> <p>3</p>	<p>Central idea: Healthy relationships enrich our lives and require nurturing in order to develop.</p> <p>Key Concepts: Form, Connection, responsibility</p> <p>Related Concepts: relationships, consequences, responsibility</p> <p>Learner Profile: Balanced, Caring, Principled, Risk-Takers</p> <p>Approaches to Learning Social, Self-management, Thinking & Communication Skills</p> <p>Lines of Inquiry: *The components of a healthy relationship with yourself and others *The connection between relationships and our well-being with yourself and others. *Rights and responsibilities in a healthy relationship</p>	<p>Central idea: Aboriginal communities are composed of people who share common territorial and social structures that evolve over time.</p> <p>Key Concepts: Form, Connection, Change</p> <p>Related Concepts: structures, relationships, similarities and differences</p> <p>Learner Profile: Knowledgeable, Open-minded, Reflective</p> <p>Approaches to Learning Social and Communication skills</p> <p>Lines of Inquiry: *The definition of an Aboriginal community. *Territorial and social structures of the Aboriginal communities. *Similarities and differences between now and then.</p>	<p>Central idea: Through storytelling, we express our ideas, creativity and culture.</p> <p>Key Concepts: Form, Causation, Perspective</p> <p>Related Concepts: communication, impact, interpretation</p> <p>Learner Profile: Reflective, Open-minded</p> <p>Approaches to Learning Communication & Thinking skills</p> <p>Lines of Inquiry: *The components of storytelling. *The cultural elements depicted through storytelling. *Differences and similarities in variations of the same story.</p>	<p>Central idea: The physical and chemical properties of water can be utilized to meet our needs.</p> <p>Key Concepts: Function, Change, Responsibility</p> <p>Related Concepts: cycles, states, citizenship</p> <p>Learner Profile: Communicators, Inquirers, Thinkers</p> <p>Approaches to Learning Thinking, Research & Communication Skills</p> <p>Lines of Inquiry: *The water cycles *The properties and states of water. *Water accessibility in our everyday life</p>	<p>Central idea: Human innovations affect the growth of civilization.</p> <p>Key Concepts: Function, change, causation</p> <p>Related Concepts: process, innovation, impact</p> <p>Learner Profile: Inquirers, Communicators, Risk-takers</p> <p>Approaches to Learning Research, Self-management, Thinking & Communication Skills</p> <p>Lines of Inquiry: *The inquiry cycle *The evolution of inventions that shaped the world *The impact of innovations on civilizations</p>	<p>Central idea: Forest ecosystems are dynamic and have the ability to respond to change in an effort to maintain its ecological balance.</p> <p>Key Concepts: Form, Causation Responsibility</p> <p>Related Concepts: properties, initiatives, consequences and impact</p> <p>Learner Profile: Caring, Principled, Knowledgeable, Balanced</p> <p>Approaches to Learning Research and Self-management Skills</p> <p>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.</p>

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7-8 2	<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><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, relation, perspective</p> <p><u>Concepts connexes</u> : Similarités et différences, comportements, citoyenneté</p> <p><u>Profil de l'apprenant</u> : Informés, Réfléchis</p> <p><u>Approches de l'apprentissage:</u> Compétences sociales, Compétences de communication, Compétences de recherche</p> <p><u>Pistes de recherche</u> :</p> <p>*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>	<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><u>Idée maîtresse</u> : Les artefacts sont des traces qui nous informent sur l'évolution des sociétés</p> <p><u>Concepts clés</u> : Fonction, Changement, Relation</p> <p><u>Concepts connexes</u> : artefact, évolution, civilisation</p> <p><u>Profil de l'apprenant</u> : Sensés, Réfléchis</p> <p><u>Approches de l'apprentissage:</u> Compétences de communication, Compétences de recherche, Compétences de pensée</p> <p><u>Pistes de recherche</u> :</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>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><u>Idée maîtresse</u> : Nous exprimons nos intérêts et nos passions de façon personnelle et créative.</p> <p><u>Concepts clés</u> : Forme, Relation, Perspective</p> <p><u>Concepts connexes</u> : interprétation, opinion, communication, conséquence</p> <p><u>Profil de l'apprenant</u> : Communicatifs, Sensés, Équilibrés</p> <p><u>Approches de l'apprentissage:</u> Compétences d'autogestion, Compétences de communication, Compétences de pensée</p> <p><u>Pistes de recherche</u> :</p> <p>* Des éléments qui nous permettent de reconnaître la créativité. *L'expression de la créativité dans différents domaines *Différentes façons d'exprimer nos intérêts et nos passions à l'aide de la créativité.</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><u>Idée maîtresse:</u> La Terre est en relation avec les autres corps célestes de notre système solaire.</p> <p><u>Concepts clés</u> : Forme, Fonction, Relation</p> <p><u>Concepts Connexes:</u> structure, système, rôles</p> <p><u>Profil de l'apprenant</u> : Informés, Sensés, Chercheurs</p> <p><u>Approches de l'apprentissage:</u> Compétences de communication, Compétences de pensée</p> <p><u>Pistes de recherche</u> :</p> <p>*La composition du système solaire.</p> <p>* Les caractéristiques qui permettent la vie sur Terre.</p> <p>*Le mouvement de la Terre en relation avec le Soleil.</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><u>Idée maîtresse</u> : Les humains transforment les ressources naturelles pour fabriquer des produits de consommation.</p> <p><u>Concepts clés</u> : Forme, Changement, Responsabilité</p> <p><u>Concepts connexes</u> : Transformation, propriétés, action</p> <p><u>Profil de l'apprenant</u> : Chercheurs, Communicatifs, Intègres</p> <p><u>Approches de l'apprentissage:</u> Compétences de communication, Compétences d'autogestion, Compétences de recherche, Compétences de pensée</p> <p><u>Pistes de recherche</u> :</p> <p>*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>	<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><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>Approches de l'apprentissage:</u> Compétences de communication, Compétences de recherche</p> <p><u>Pistes de recherche</u> :</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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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>Idée maîtresse : Prendre connaissance de nos caractéristiques, nos habiletés et nos intérêts nous permet de développer notre identité.</p> <p>Concepts clés : Forme, Perspective et Responsabilité</p> <p>Concepts connexes : stéréotypes, sécurité</p> <p>Profil de l'apprenant : Équilibrés, Ouverts d'esprit, Réfléchis</p> <p>Approches de l'apprentissage: Compétences d'autogestion Compétences sociales</p> <p>Pistes de recherche:</p> <ul style="list-style-type: none"> *Nos caractéristiques physiques et émotionnelles. *Les rôles et les stéréotypes sexuels *Le droit d'être en sécurité 	<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>Idée maîtresse : Nos choix alimentaires et la manière dont nous consommons les aliments ont un impact sur l'environnement.</p> <p>Concepts clés : Forme, causation responsabilité</p> <p>Concepts connexes : Propriétés, conséquences, action</p> <p>Profil de l'apprenant : Sensés, Équilibrés, Ouverts d'esprit</p> <p>Approches de l'apprentissage: Compétences de recherche, Compétences de pensée</p> <p>Pistes de recherche: * L'origin des aliments</p> <ul style="list-style-type: none"> * Les facteurs qui influencent les habitudes alimentaires des gens. * Les conséquences de nos choix alimentaires sur l'environnement? 	<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>Idée maîtresse : Nous pouvons exprimer notre culture, nos idées et notre créativité en jouant avec les mots.</p> <p>Concepts clés : Forme, Fonction et Réflexion</p> <p>Concepts connexes : structure, intention, compréhension</p> <p>Profil de l'apprenant : Audacieux, Communicatifs, Réfléchis</p> <p>Approches de l'apprentissage: Compétences de communication Compétences de recherche Compétences de pensée</p> <p>Pistes de recherche : *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>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>Idée maîtresse : Les plantes vivent, se transforment et contribuent au bien-être des humains</p> <p>Concepts clés : Forme, Changement, Relation</p> <p>Concepts connexes : Cycle de vie, adaptation, transformation</p> <p>Profil de l'apprenant : Communicatifs, Informés, Chercheurs</p> <p>Approches de l'apprentissage: Compétences d'autogestion, Compétences de recherche</p> <p>Pistes de recherche : * Les caractéristiques des plantes (monde vivant). * Le cycle de vie des plantes. * L'utilisation des plantes par les humains.</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>Idée maîtresse : Les humains organisent et adaptent leur ville pour répondre aux besoins de la communauté.</p> <p>Concepts clés : Causalité, Relation, Fonction.</p> <p>Concepts connexes : aménagement, système, conséquences</p> <p>Profil de l'apprenant : Communicatifs, Informés</p> <p>Approches de l'apprentissage: Compétences d'autogestion, Compétences sociales, Compétences de communication</p> <p>Pistes de recherche : *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>Idée maîtresse : La diversité et la survie des animaux sont influencées par l'activité humaine.</p> <p>Concepts clés : Relation, Responsabilité, Causalité</p> <p>Concepts connexes : écosystème, extinction, action</p> <p>Profil de l'apprenant : Chercheurs, Informés, Communicatifs</p> <p>Approches de l'apprentissage: Compétences sociales, Compétences de communication</p> <p>Pistes de recherche : *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>

Age	<p>An Inquiry into Who We Are</p> <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 Where We Are in Place and Time</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 How We Express Ourselves</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 How The World Works</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 How We Organize Ourselves</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 Sharing the Planet</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>5-6</p> <p>K</p>	<p>Central idea: People explore and adapt to their world with the help of their senses.</p> <p>Key Concepts: Form, Function, Connection</p> <p>Related Concepts: system, impact, adaptation</p> <p>Learner Profile: Knowledgeable, Risk-takers, Reflective</p> <p>Approaches to Learning Research, Thinking & Communication Skills</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> * The five senses *The impact senses have in people's lives *The way people adapt to the deprivation of a sense 		<p>Central idea: Through discovery and expression of beliefs, values and culture, most people enjoy and appreciate celebrations.</p> <p>Key Concepts: Causation, Connection, Perspective</p> <p>Related Concepts: artefacts, beliefs and values, traditions</p> <p>Learner Profile: Inquirers, Knowledgeable, Open-minded, and Principled</p> <p>Approaches to Learning Social Skills Self-management Skills Thinking Skills</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Historical reasons for the different celebrations *The discovery of symbols and artefacts used in celebrations around the world *Commonalities among cultural celebrations. 	<p>Central idea: The earth's natural cycle influences the adaptation and activity of living things.</p> <p>Key Concepts: Change, Causation, Connection</p> <p>Related Concepts: cycles, transformation, adaptation, patterns</p> <p>Learner Profile: Inquirers, Knowledgeable, Thinkers</p> <p>Approaches to Learning Thinking, communication & Research Skills</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> * The Earth's cycle *The weather patterns *How animals, people and plants adapt to each season 		<p>Central idea: People share a relationship with, and have a responsibility toward animals.</p> <p>Key Concepts: Form, Connection, Responsibility</p> <p>Related Concepts: classification, role, relationships</p> <p>Learner Profile: Caring, Inquirers, Thinkers</p> <p>Approaches to Learning Self-management Skills Thinking Skills</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *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.