

# PAS POA POI Matrix

	<b>Who we are</b>	<b>Where we are in place and time</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>How we organize ourselves</b>	<b>Sharing the planet</b>
	An inquiry into the nature of the self, beliefs and values (G5)(G4)(G2)(P3); personal, physical, mental, social and spiritual health (P3, K5, G2, G5); human relationships including families, friends, communities and cultures (G2)(P4)(G3); rights and responsibilities (G1)(G5); what it means to be human (G5)	An inquiry into orientation in place and time (G2) (G5); personal histories(G4)(G1); homes and journeys; the discoveries, explorations (G2) and migrations of humankind(G4); the relationships between and the interconnectedness of individuals and civilizations (G3, G5), from local and global perspectives(G2,G4 ,G5).	An inquiry into the ways in which we discover, K5,P4, P3) and express ideas(G4, G3, P4), feelings(G4, K5, P4, P3), nature, culture(G1), beliefs(G1) and values(G1, G2); the ways in which we reflect(G3, G2) on, extend (G3) and enjoy our creativity (G3,G1); our appreciation (K5)of the aesthetic.	An inquiry into the natural world and its laws (K5); the interaction between the natural world (physical and biological) and human societies (G4, G3, P4); how humans use their understanding of scientific principles (G4, G2, G1); the impact of scientific and technological advances on society and on the environment (G5, G4).	An inquiry into the interconnectedness of human-made systems and communities (P3,G1); the structure and function of organizations (K5,G3, G5); societal decision-making(G5); economic activities (G4) and their impact on humankind(G5, G2) and the environment.	An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things;(P3, P4, G2, G3, G4) communities and the relationships within and between them(P3, G1, G4); access to equal opportunities (G4), peace and conflict resolution (G5).
G5	<p><b>Who we are</b></p> <p><b>#1 Central Idea:</b> People have agency over their knowledge, well-being, and relationships.</p> <p><b>Key Concepts:</b> Form, Causation, Responsibility,</p> <p><b>Related Concepts:</b> Agency, growth, well-being, identity, relationships</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• What agency looks like (Form)</li> <li>• How our choices affect our well-being (Causation)</li> <li>• Our responsibility towards our learning community (Responsibility)</li> </ul> <p><b>Learner Profile:</b> Balanced, Reflective, Communicator, Inquirer</p> <p><b>Integration:</b> PSPE, Literacy, Portuguese, Visual Arts, Music</p>	<p><b>Where we are in place and time</b></p> <p><b>#2 Central Idea:</b> Landmark moments in time are retold, revisited and recontextualized.</p> <p><b>Key Concepts:</b> Change Perspective</p> <p><b>Related Concepts:</b> culture, justice, equity</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• How people view landmark events differently (Perspective)</li> <li>• How identity influences perceptions of and reactions to landmark events (perspective)</li> <li>• The changes in society around landmark events (change)</li> </ul> <p><b>Learner Profile:</b> Communicator, Open-minded, Caring</p> <p><b>Integration:</b> PSPE, Literacy, Portuguese,</p>	<p><b>How we express ourselves</b></p> <p><b>#5 PYPX Central idea:</b> “Exploring diversity leads to new beliefs, ideas, understanding, and actions.”</p> <p>Lines of Inquiry, key &amp; related concepts, and inquiry questions will be developed by the students.</p> <p>Integrated with ALL SPECIALISTS</p>	<p><b>How the world works</b></p> <p><b>#4 Central Idea:</b> People use the design cycle to invent and innovate.</p> <p><b>Key Concepts:</b> Causation, Function</p> <p><b>Related Concepts:</b> Impacts, Patterns, Mechanics, Technological Advances</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Why people invent (Causation)</li> <li>• How the design cycle works (Function)</li> <li>• Personal inventions /innovations (Function)</li> </ul> <p><b>Learner Profile:</b> Inquirer, Thinker</p> <p><b>Integration:</b> PSPE, Literacy, Portuguese, Visual Arts, Music</p>	<p><b>How we organize ourselves</b></p> <p><b>#6 Central Idea:</b> Societies have different systems for decision-making that are interconnected and that influence action.</p> <p><b>Key Concepts:</b> Function, Connection, Responsibility</p> <p><b>Related Concepts:</b> government, systems, roles, values</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Decision-making process of governance (Function)</li> <li>• Relationship between different levels of governance (Connection)</li> <li>• Actions people can take to influence decisions (Responsibility)</li> </ul> <p><b>Learner Profile:</b> Thinker, Communicator, Principled</p> <p><b>Integration:</b> PSPE, Literacy, Portuguese, Visual Arts, Music</p>	<p><b>Sharing the planet</b></p> <p><b>#3 Central Idea:</b> People experience and resolve conflict in different ways.</p> <p><b>Key Concepts:</b> Causation, Perspective, Responsibility</p> <p><b>Related Concepts:</b> diversity, conflict, justice, systems</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Causes and consequences of conflict (local and global) (Causation)</li> <li>• Different points of view in a conflict (Perspective)</li> <li>• Strategies for conflict resolution (Responsibility)</li> </ul> <p><b>Learner Profile:</b> Risk-taker Principled Knowledgeable</p> <p><b>Integration:</b> PSPE, Literacy, Portuguese, Visual Arts, Music</p>

		Visual Arts, Music				
G4	<p><b>Who we are</b></p> <p>#2 <b>Central Idea:</b> People's beliefs and values are a part of their identity.</p> <p><b>Key Concepts:</b> Connection, Perspective, Causation</p> <p><b>Related Concepts:</b> diversity, perception, religion</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>What people believe and value (Perspective)</li> <li>Similarities and differences between beliefs and values (Connection)</li> <li>How beliefs and values influence behaviour and society (Causation)</li> </ul> <p><b>Learner Profile:</b> Open-minded, Reflective</p> <p><b>Integration</b> PSPE, Literacy Math, Portuguese Visual Arts, Music.</p>	<p><b>Where we are in place and time</b></p> <p>#4 <b>Central Idea:</b> Human migration is a response to challenges, risks, and opportunities.</p> <p><b>Key Concepts:</b> Causation, Change, Perspective</p> <p><b>Related Concepts:</b> settlement, migration, evacuation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The reasons people migrate (Causation)</li> <li>Perceived problems with migration (Perspective)</li> <li>How migrations change cultural identity (Change)</li> </ul> <p><b>Learner Profile:</b> Communicator, Inquirer</p> <p><b>Integration</b> PSPE, Literacy Math, Portuguese Visual Arts, Music</p>	<p><b>How we express ourselves</b></p> <p>#6 <b>Central Idea:</b> People approach learning using a range of transferable skills in different situations.</p> <p><b>Key Concepts:</b> Form, Causation, Connection</p> <p><b>Related Concepts:</b> personal and cultural expression, presentation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The higher-order skills people use when learning (Form)</li> <li>How the different ATLS are connected (Connection)</li> <li>How the ATLS facilitate the development of knowledge and skills (Causation).</li> </ul> <p><b>Learner Profile:</b> Knowledgeable, Risk-taker, Reflective</p> <p><b>Integration</b> PSPE, Literacy Math, Portuguese Visual Arts, Music</p>	<p><b>How the world works</b></p> <p>#5 <b>Central Idea:</b> Energy is transformed, stored and used in industrial and domestic applications.</p> <p><b>Key Concepts:</b> Form, Change, Responsibility</p> <p><b>Related Concepts:</b> transformation, conservation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different forms and uses of energy (Form)</li> <li>How energy changes (Change)</li> <li>Sustainable energy practices (Responsibility)</li> </ul> <p><b>Learner Profile:</b> Caring, Thinker</p> <p><b>Integration</b> Visual Arts, Music</p>	<p><b>How we organize ourselves</b></p> <p>#3 <b>Central Idea:</b> Marketplaces depend on the ability to produce goods and supply services that can be exchanged.</p> <p><b>Key Concepts:</b> Function, Connection, Responsibility</p> <p><b>Related Concepts:</b> supply and demand, accountability</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Socially responsible and sustainable companies (Function)</li> <li>Where goods come from (Connection)</li> <li>Ethics of the marketplace (Responsibility)</li> </ul> <p><b>Learner Profile:</b> Inquirer, Balanced Principled</p> <p><b>Integration:</b> Portuguese, Visual Arts, Music</p>	<p><b>Sharing the planet</b></p> <p>#1 <b>Central Idea:</b> Every person has certain rights and responsibilities within a society.</p> <ul style="list-style-type: none"> <li>The balance between rights and responsibilities (Form)</li> <li>Why we have laws and rules (Causation)</li> <li>How power is gained, used and justified (Change)</li> </ul> <p><b>Key Concepts:</b> Form, Change, Causation</p> <p><b>Related Concepts:</b> rights, citizenship, responsibilities, independence</p> <p><b>Learner Profile:</b> Principled, Thinker</p> <p><b>Integration</b> PSPE, Math, Science/Tech, Portuguese, Visual Arts, Music</p>
G3	<p><b>Who we are</b></p> <p>#2 <b>Central Idea:</b> Understanding our own and others' cultural identity helps us to become global citizens.</p> <p><b>Key Concepts:</b> Perspective, Responsibility, Function, Connection</p> <p><b>Related Concepts:</b> Identity, Diversity, Digital safety</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Many aspects work together to create a culture (Function)</li> <li>Learning about different cultures can</li> </ul>	<p><b>Where we are in place and time</b></p> <p>#4 <b>Central Idea:</b> Evidence of past civilizations can be used to make connections to the present.</p> <p><b>Key Concepts:</b> form, Causation, function</p> <p><b>Related Concepts:</b> continuity, progress, difference, design thinking</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Ancient civilizations around the world (Form)</li> <li>How</li> </ul>	<p><b>How we express ourselves</b></p> <p>#6 <b>Central Idea:</b> Empowering student choice leads to increased creativity and develops independence.</p> <p><b>Key Concepts:</b> Perspective</p> <p><b>Related Concepts:</b> expression, creativity</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How people express themselves (Form)</li> <li>We can explore our personal interests, beliefs and values through expression</li> </ul>	<p><b>How the world works</b></p> <p>#3 <b>Central Idea:</b> The natural features of the Earth have formed over time and are still changing.</p> <p><b>Key Concepts:</b> Form, Change, Causation</p> <p><b>Related Concepts:</b> geology, tectonic plate movement, erosion</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The changing features of the Earth (Form)</li> <li>How natural phenomena change the Earth (Connection)</li> <li>How the Earth's changes affect</li> </ul>	<p><b>How we organize ourselves</b></p> <p>#1 <b>Central Idea:</b> People have a responsibility to participate in social organizations that meet the various demands of the community.</p> <p><b>Key Concepts:</b> Perspective, Responsibility, Change</p> <p><b>Related Concepts:</b></p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The people who benefit from social systems in a community (Perspective)</li> <li>Our responsibility to community members</li> </ul>	<p><b>Sharing the planet</b></p> <p>#5 <b>Central Idea:</b> Water is a finite resource that is not shared equally.</p> <p><b>Key Concepts:</b> form, responsibility, causation</p> <p><b>Related Concepts:</b> conservation, equity, processes</p> <p><b>Lines of inquiry:-</b></p> <ul style="list-style-type: none"> <li>Availability of useable water (Causation)</li> <li>Responsibilities regarding water (Responsibility)</li> <li>Student created line of Inquiry (Function)</li> </ul> <p><b>Learner Profile:</b> Principled, Caring, Reflective</p>

	<p>change our views/personal beliefs/stigmas/ stereotypes (Perspective)</p> <ul style="list-style-type: none"> <li>How learning about other cultures allows us to be more open-minded (Responsibility)</li> </ul> <p><b>Learner Profile:</b> Open-minded, Reflective, Communicators</p> <p><b>Integration:</b> PSPE, Language, Visual Arts, Music, Portuguese, Social Studies</p>	<p>civilizations changed throughout time (Change)</p> <ul style="list-style-type: none"> <li>How technology is used to solve problem (Connection)</li> </ul> <p><b>Learner Profile:</b> Knowledgeable, Thinkers, Open-Minded</p> <p><b>Integration:</b> Social Studies, Language, Visual Arts, Math, PSPE, Music, Portuguese</p>	<p>(Perspective)</p> <ul style="list-style-type: none"> <li>Initiative for personal growth as a learner. (Responsibility)</li> </ul> <p><b>Learner Profile:</b> Inquirer, Risk-taker, Balanced</p> <p><b>Integration:</b> Language, Visual Arts, Math, PSPE, Music, Science, Social Studies,STEM</p>	<p>living things (Causation)</p> <p><b>Learner Profile:</b> Inquirer, knowledgeable, Caring</p> <p><b>Integration:</b> Science, Social Studies, Visual Arts, PSPE, Language, Portuguese</p>	<p>(Responsibility)</p> <ul style="list-style-type: none"> <li>The action people can take to support the community (Change)</li> </ul> <p><b>Learner Profile:</b> Open-minded, Caring, Communicator</p> <p><b>Integration:</b> Social Studies, Science, Language, Math, Visual Arts, PSPE, Portuguese, Music, STEM</p>	<p><b>Integration:</b> Social Studies, Science, Language, Math, Visual Arts, PSPE, Portuguese, STEM</p>
G2	<p><b>Who we are</b></p> <p>#2</p> <p><b>Central Idea:</b> How a person thinks and feels about themselves shapes them as a learner.</p> <p><b>Key Concepts:</b> causation, perspective, responsibility</p> <p><b>Related Concepts:</b> Interaction, Identity, Relationships</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Factors that influence self-identity (Causation)</li> <li>How a growth mindset develops a learner (Causation)</li> <li>Our responsibility toward others (Responsibility)</li> </ul> <p><b>Learner Profile:</b> Principled, risk-taker, balanced</p> <p><b>Integration:</b> Literacy, Visual Arts, PSPE, Music, Portuguese/BSS</p>	<p><b>Where we are in place and time</b></p> <p>#6</p> <p><b>Central Idea:</b> Exploration leads to discoveries and new understandings</p> <p><b>Key Concepts:</b> Change, Causation</p> <p><b>Related Concepts:</b> Discovery, Exploration, Innovations</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Reasons for exploration (Causation)</li> <li>How methods of navigation have changed over time (Change)</li> <li>Consequences of exploration (Causation)</li> </ul> <p><b>Learner Profile:</b> knowledgeable, inquirer, Thinker</p> <p><b>Integration:</b> Literacy, Science, Writing, technology, Visual Arts, Portuguese</p>	<p><b>How we express ourselves</b></p> <p>#1</p> <p><b>Central Idea:</b> Working collaboratively helps people communicate ideas to create agreements and solve problems</p> <p><b>Key Concepts:</b> function, connection, responsibility</p> <p><b>Related Concepts:</b> communication, design, self-regulation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Responsibilities as a member of a collaborative community (Responsibility)</li> <li>How respectful communication builds community (Connection)</li> <li>Using a process to answer questions and solve problems (Function)</li> </ul> <p><b>Learner Profile:</b> communicator, Risk-taker, Open-minded</p> <p><b>Integration:</b> Literacy, Visual Arts, PSPE, Music, Portuguese/BSS</p>	<p><b>How the world works</b></p> <p>#5</p> <p><b>Central Idea:</b> Understanding the way forces work enables people to use them in their lives.</p> <p><b>Key Concepts:</b> function, connection, form</p> <p><b>Related Concepts:</b> gravity, motion, friction, magnetism</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different types of forces (Form)</li> <li>How forces work and interact in everyday situations (Function)</li> <li>How we use forces to improve our lives (Connection)</li> </ul> <p><b>Learner Profile:</b> inquirer, knowledgeable, communicator, thinker</p> <p><b>Integration:</b> Literacy, Science, Visual Arts, PSP Music</p>	<p><b>How we organize ourselves</b></p> <p>#3</p> <p><b>Central Idea:</b> Trade and money impact people's lives.</p> <p><b>Key Concepts:</b> form, change, causation</p> <p><b>Related Concepts:</b> employment</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How money systems are organized (Form)</li> <li>How systems for exchanging goods have changed (Change)</li> <li>How access to money impacts peoples' lives (Causation)</li> </ul> <p><b>Learner Profile:</b> caring, open-minded, reflective</p> <p><b>Integration:</b> Social Studies, Design, Tech, Literacy, Math, Visual Arts, PSPE, Library, Portuguese/BSS</p>	<p><b>Sharing the planet</b></p> <p>#4</p> <p><b>Central Idea:</b> How people manage waste impacts the environment.</p> <p><b>Key Concepts:</b> form, change, responsibility</p> <p><b>Related Concepts:</b> resources, conservation, sustainability</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Waste management systems around the world (Form)</li> <li>Ways to change trash into treasure (Change)</li> <li>Our responsibilities for a sustainable environment (Responsibility)</li> </ul> <p><b>Learner Profile:</b> caring, balanced, principled</p> <p><b>Integration:</b> Social Studies, Visual Arts, PSPE, Science, Literacy, Music, Portuguese/BSS</p>
G1	<p><b>Who we are</b></p> <p>#2</p>	<p><b>Where we are in place and time</b></p>	<p><b>How we express ourselves</b></p>	<p><b>How the world works</b></p>	<p><b>How we organize Ourselves</b></p>	<p><b>Sharing the planet</b></p>

<p><b>Central Idea:</b> A learning community works together to help develop the learner profile in each other.</p> <p><b>Key Concepts:</b> form, function, Connection, responsibility</p> <p><b>Related Concepts:</b> resources, citizenship, interdependence</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• What the Learner Profile attributes are (Form)</li> <li>• The members of a learning community (Connection)</li> <li>• How people develop the learner profile attributes (Function)</li> </ul> <p><b>Learner Profile:</b> knowledgeable, caring, balanced, communicator</p> <p><b>Integration:</b> PSPE, Literacy, Math, Visual Arts, Social Studies, Science, Music, Portuguese/BSS</p>	<p><b>#6</b></p> <p><b>Central Idea:</b> Learning about previous generations helps people understand the relationship between the past and the present.</p> <p><b>Key Concepts:</b> connection, change, perspective</p> <p><b>Related Concepts:</b> time, continuity, heritage</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Differentiating between people, places and events in the past and the present (Change)</li> <li>• Ways to find out about the past (Connection)</li> <li>• How aspects of the past still influence us today (Connection)</li> </ul> <p><b>Learner Profile:</b> communicator, reflective, inquirers</p> <p><b>Integration:</b> PSPE, Visual Arts, Literacy, Social Studies, Science, Music</p>	<p><b>#3 (year-long)</b></p> <p><b>Central Idea:</b> People recognize important events through celebrations and traditions.</p> <p><b>Key Concepts:</b> Form, connection, perspective</p> <p><b>Related Concepts:</b> traditions, culture, values</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• What traditions are (Form)</li> <li>• How people celebrate (Function)</li> <li>• Why people celebrate (Perspective)</li> <li>• Similarities and differences between various traditions and celebrations (Connection)</li> </ul> <p><b>Learner Profile:</b> Open-minded, risk-taker, communicator</p> <p><b>Integration:</b> Literacy, Visual Arts, Social Studies, PSPE Music Portuguese/BSS</p>	<p><b>#5</b></p> <p><b>Central Idea:</b> Understanding the ways materials behave and interact determines how people use them.</p> <p><b>Key Concepts:</b> change, form</p> <p><b>Related Concepts:</b> changes of state, properties and uses of materials, structures</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Behavior and uses of materials (Form)</li> <li>• Changing properties of materials (Change)</li> <li>• Manipulation of materials for specific purposes (Function)</li> </ul> <p><b>Learner Profile:</b> inquirer, knowledgeable, thinker, risk-taker</p> <p><b>Integration:</b> Science, Math, Visual Art, Music</p>	<p><b>#1</b></p> <p><b>Central Idea:</b> People create systems to meet their needs in daily life.</p> <p><b>Key Concepts:</b> function, causation, connection</p> <p><b>Related Concepts:</b> systems, organization, processes, interdependence</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Reasons for systems (Causation)</li> <li>• How different systems work (Function)</li> <li>• Making connections between different systems (Connection)</li> </ul> <p><b>Learner Profile:</b> principled, reflective, balanced</p> <p><b>Integration:</b> Social Studies, Literacy, Math, Music, Visual Arts</p>	<p><b>#4</b></p> <p><b>Central Idea:</b> Humans make choices that have an impact on other living things.</p> <p><b>Key Concepts:</b> causation, change, responsibility</p> <p><b>Related Concepts:</b> habitat, interdependence, adaptation, diversity</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Human impact on habitats (Causation)</li> <li>• How living things respond to changing within their environment (Change)</li> <li>• Our responsibilities when interacting with natural habitats (Responsibility)</li> </ul> <p><b>Learner Profile:</b> inquirer, thinker, caring, reflective</p> <p><b>Integration:</b> Social Studies, Science, Literacy, Math, Visual Arts, PSPE</p>
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K5	<p><b>Who we are</b></p> <p><b>#4</b>  <b>Central Idea:</b> A person's health and well-being are affected by the choices they make.</p> <p><b>Key Concepts:</b> Causation, Function, Responsibility  <b>Related Concepts:</b> choice, well-being, safety</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>What our body needs to help it work well (Function)</li> <li>How our choices affect our health and well-being (Causation)</li> <li>People who can help us look after our health and wellbeing (Responsibility)</li> </ul> <p><b>Learner Profile:</b> Balanced, Reflective, Risk-taker</p> <p><b>Integration:</b> Literacy, Social Studies, Music</p>	Early Years have greater flexibility with their units	<p><b>How we express ourselves</b></p> <p><b>#2</b>  <b>Central Idea:</b> Stories inform and provoke feelings in people.</p> <p><b>Key Concepts:</b> Form, Causation, Perspective, function  <b>Related Concepts:</b> communication, narrative, interpretation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>What a story is (Form)</li> <li>What people can learn from stories (Perspective)</li> <li>The feelings and emotions a story conveys (Causation)</li> <li>How stories are created and shared (Function)</li> </ul> <p><b>Learner Profile:</b> Communicator, Thinker, Open-minded</p> <p><b>Integration:</b> Social Studies, PSPE Visual Arts, Literacy, Music</p>	<p><b>How the world works</b></p> <p><b>#3</b>  <b>Central Idea:</b> There are naturally occurring cycles all around people.</p> <p><b>Key Concepts:</b> Form, Change, Connection  <b>Related Concepts:</b> cycles, patterns</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Cycles in our daily lives (Form)</li> <li>How different phases of a cycle depend on the previous one (Connection)</li> <li>How living things change over time (Change)</li> </ul> <p><b>Learner Profile:</b> Inquirer, Knowledgeable, Principled,</p> <p><b>Integration:</b> Science, Literacy, Music</p>	<p><b>How we organize ourselves</b></p> <p><b>#1</b>  <b>Central Idea:</b> People share responsibilities in their communities to make it function.</p> <p><b>Key Concepts:</b> Responsibility, Function, Connection  <b>Related Concepts:</b> role, community, citizenship</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Various communities we belong to (Connection)</li> <li>Different roles in our communities (function)</li> <li>Being a part of a community of learners (Responsibility)</li> </ul> <p><b>Learner Profile:</b> Knowledgeable, Communicator, Caring</p> <p><b>Integration:</b> Social Studies, Literacy, PSPE, Visual Arts PE, Music</p>	Early Years have greater flexibility with their units
P4	<p><b>Who we are</b></p> <p><b>#1</b>  <b>Central Idea:</b> Relationships with family and friends require care in order to develop.</p> <p><b>Key Concepts:</b> Form, Perspective, Responsibility  <b>Related Concepts:</b> interdependence, friendship, family</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The important people in our lives (Form)</li> <li>Similarities and differences of families</li> </ul>	Early Years have greater flexibility with their units	<p><b>How we express ourselves</b></p> <p><b>#2</b>  <b>Central Idea:</b> People communicate in different ways to tell about experiences, ideas, and feelings.</p> <p><b>Key Concepts:</b> connection, perspective, form  <b>Related Concepts:</b> communication, self-expression:</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The different ways people communicate ideas, experiences and feelings (Form)</li> </ul>	<p><b>How the world works</b></p> <p><b>#3</b>  <b>Central Idea:</b> Senses help people to investigate and explore the world.</p> <p><b>Key Concepts:</b> function, causation, perspective  <b>Related concepts:</b> exploration, senses, safety</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How we use our senses to explore our surroundings (Function)</li> <li>How our senses keep us safe. (causation)</li> <li>How people can</li> </ul>	Early Years have greater flexibility with their units	<p><b>Sharing the planet</b></p> <p><b>#4</b>  <b>Central Idea:</b> Even the smallest of creatures has a role to play in the environment.</p> <p><b>Key Concepts:</b> form, function, change  <b>Related concepts:</b> classification, biodiversity</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Characteristics of minibeasts (Form)</li> <li>Roles of minibeasts in the environment (Function)</li> <li>How minibeasts change over time (Change)</li> </ul>

	<p>(Perspective)</p> <ul style="list-style-type: none"> <li>Our responsibilities towards supporting our friends and family (Responsibility)</li> </ul> <p><b>Learner Profile:</b> Caring, Principled</p> <p><b>Integration:</b> PSPE, Literacy, Math, Visual Arts, Social Studies, Music</p>		<ul style="list-style-type: none"> <li>The connection between the way people communicate and how people feel (Connection)</li> <li>Good manners in communication (Perspective)</li> </ul> <p><b>Learner Profile:</b> Communicator, Balanced, Thinker</p> <p><b>Integration:</b> Literacy, Visual Arts, PSPE, Music</p>	<p>live without one or more of the senses. (Perspective)</p> <p><b>Learner Profile:</b> Reflective, Open-minded, Risk-taker</p> <p><b>Integration:</b> Literacy, Visual Arts, Math, PSPE, Science, Music</p>		<p><b>Learner Profile:</b> Knowledgeable, Inquirer</p> <p><b>Integration:</b> Science, Literacy, Math, VA, Music</p>
P3	<p><b>Who we are</b></p> <p><b>#1</b> <b>Central Idea:</b> Our characteristics, abilities and interests make us unique.</p> <p><b>Key Concepts:</b> form, change, reflection <b>Related Concepts:</b> identity, growth, abilities</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Personal growth and change (Change)</li> <li>Personal abilities and interests (Form)</li> <li>Physical, social, and emotional characteristics (Form)</li> </ul> <p><b>Learner Profile:</b> Caring, Risk-taker, Communicator</p> <p><b>Integration:</b> PSPE, Music, Literacy, Math, Visual Arts, Social Studies</p>	<p>Early Years have greater flexibility with their units</p>	<p><b>How we express ourselves</b></p> <p><b>#4</b> <b>Central Idea:</b> People learn and express themselves through play.</p> <p><b>Key Concepts:</b> function, connection, perspective <b>Related Concepts:</b> self-expression, representation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Imaginative use of everyday materials (Function, Perspective)</li> <li>What people can learn through play (Connection)</li> <li>Communicating through play (Connection)</li> </ul> <p><b>Learner Profile:</b> Balanced, Communicator, Open-minded, Reflective</p> <p><b>Integration:</b> Literacy Visual Arts, Math, PSPE, Social Studies, Music</p>	<p>Early Years have greater flexibility with their units</p>	<p><b>How we organize ourselves</b></p> <p><b>#3</b> <b>Central Idea:</b> People use different kinds of transportation to meet their needs.</p> <p><b>Key Concepts:</b> Form, Causation, Function <b>Related Concepts:</b> systems, motion, transportation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Why people choose different types of transportation (form and causation)</li> <li>How different transportation move (Function)</li> <li>Signs and symbols used in transportation (Causation)</li> </ul> <p><b>Learner Profile:</b> Knowledgeable, Inquirer, Communicator, Thinker</p> <p><b>Integration:</b> Social Studies, Literacy, Math, Visual Arts, PSPE, Music</p>	<p><b>Sharing the planet</b></p> <p><b>#2</b> <b>Central Idea:</b> Animals and people interact in different ways in different contexts.</p> <p><b>Key Concepts:</b> connection, form, responsibility <b>Related Concepts:</b> relationships, needs</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The difference between wild and domestic animals (Form)</li> <li>Adaptations of particular animals for their environment (Connection)</li> <li>People's responsibility for the well-being of animals (Responsibility)</li> </ul> <p><b>Learner Profile:</b> Inquirer, Caring, Principled</p> <p><b>Integration:</b> Science, Literacy, Math, Visual Arts, PSPE, Music</p>