

**1718 NIS Program of Inquiry – All Details Overview
Nursery**

Date	10 Sep – 19 Oct	22 Oct – 30 Nov	3 Dec – 25 Jan	28 Jan – 8 Mar	11 Mar – 26 Apr	29 Apr – 7 Jun
Order	1 st	2 nd	3 rd	4 th	5 th	6 th
Transdisciplinary Theme	Who we are	How we organize ourselves	How the world works	How we express ourselves	Sharing the planet	Where we are in place and time
		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 in 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 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 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 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.
Central Idea & Lines of Inquiry	How each of our senses helps us to interact with our environment. <ul style="list-style-type: none"> • What senses are • How we use senses to learn more about ourselves and others • How we use senses to learn about our environment and the world • How we take care of our senses 	Communities function more effectively when rules and routines are shared with all members. <ul style="list-style-type: none"> • Various communities we belong to • Purpose of rules and routines Reaching agreement	Our activity is usually connected to the Earth's natural cycles. Night and day cycles (dark and light) <ul style="list-style-type: none"> • Seasonal changes • Health and safety as related to climate and seasonal changes 	The environment affects how you play. <ul style="list-style-type: none"> • Different environments in which you can play • What is play • How toys work • How people play around the world 	Living things have certain requirements in order to grow and stay healthy. <ul style="list-style-type: none"> • Characteristics of living things • Our needs and needs of other living things • Our responsibility for the well-being of other living things 	Design and materials can affect the stability of a structure. <ul style="list-style-type: none"> • What makes a stable structure • How the environment can influence the design of a structure • Materials to be considered when building a stable structure
Focus	Science – Living Things	Social studies	Science – Earth and Space	Social studies	Science – Living Things	Social studies
Key concepts	Form Connection Reflection	Causation Responsibility Function	Change Connection	Causation Function Perspective	Responsibility Function Connection	Functions Connection Causation
Related concepts	Similarities, Differences, Structure, Relationships	Community Similarities and differences	Cycles Interaction	Consequences Pattern	Classification Living and non-living	Systems Transformation
Transdisciplinary skills	Research skills: Interpreting data, presenting findings and collecting and recording data. Social skills: Accepting responsibility, respecting others and group decision making.	Social skills: Cooperation and respecting others Communication skills: Listening, speaking and non-verbal	Thinking skills: Acquiring knowledge, comprehension and analysis Research skills: Question, observe and organize data	Research skills: Formulating questions and observing. Self-management skills: Spatial awareness, safety and fine motor skills	Research skills: Observe, collect and organize data Thinking skills: Acquiring knowledge, application and evaluation	Research skills: Interpreting data, presenting findings and collecting and recording data. Communication skills: Reading, writing and presenting work. Social skills: Accepting responsibility, respecting others and group decision making.
Learner Profile Attributes	Reflective Inquirers Thinkers	Communicators Caring	Thinkers Inquires Reflective	Open-minded Principled	Balanced Caring Principled	Communicators Knowledgeable Inquirers
Attitudes	Curiosity Independence	Cooperation Enthusiasm	Appreciation Curiosity	Creativity Independence	Commitment Empathy	Empathy Respect Tolerance
Action						
Sharing with the community.						
Field Trips						

**1718 NIS Program of Inquiry – All Details Overview
Kindergarten One**

Date	10 Sep – 19 Oct	22 Oct – 30 Nov	3 Dec – 25 Jan	28 Jan – 8 Mar	11 Mar – 26 Apr	29 Apr – 7 Jun
Order	1 st	2 nd	3 rd	4 th	5 th	6 th
Transdisciplinary Theme	Who we are	How we organize ourselves	How the world works	How we express ourselves	Sharing the planet	Where we are in place and time
	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 in 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 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 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 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.	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.
Central Idea & Lines of Inquiry	Relationships within a family <ul style="list-style-type: none"> My role in the family Roles of others within the family Social behaviors in the family 	Transportation systems are directly related to the needs of a community. <ul style="list-style-type: none"> Factors that influence the choice of transportation Development of transportation as a result of the community's needs 	Changes in state, matter and form can be measured and described. <ul style="list-style-type: none"> Different ways to measure change Description of change in states of matter The nature of change as it affects a variety of materials Different states of matter and its characteristics 	Stories can help us express ideas, feelings and values. <ul style="list-style-type: none"> Stories convey ideas, feelings and values Ways to express ideas, feelings and values using stories Feelings and emotions caused by stories 	Plants are a life-sustaining resource for us and for other living things <ul style="list-style-type: none"> What plants provide for us and for other living things The structure of a plant Caring for plant life 	Journeys could create change and can lead to new experiences. <ul style="list-style-type: none"> Types of journeys people make Choices and decisions involved in making a journey Changes experienced because of a journey
Focus	Social Studies	Social Studies	Science – Matter and Material	Language	Science – Living Things	Social Studies
Key concepts	Perspective Reflection Responsibility	Causation Change Connection	Form Change Function	Perspective Reflection Function	Form Responsibility Connection	Causation Change Reflection
Related concepts	Similarities and differences Value Responsibility	Systems	Properties Transformation Systems	Communication	Interdependence Systems	Choice
Transdisciplinary skills	Communication skills: Writing, speaking and listening Social skills: Responsibility and respecting others Self-management skills: Codes of behavior, fine and gross motor skills:	Self-management skills: Codes of behavior, fine and gross motor skills; codes of behavior Social skills: Group decision making, conflict, respecting others, decision making Thinking skills: Metacognition	Thinking skills: Acquiring knowledge, comprehension, application Research skills: Observation, collecting and recording data and present research findings	Communication skills: Writing, speaking, listening and reading Social skills: Responsibility and respecting others	Thinking skills: Acquiring knowledge, comprehension, application Research skills: Observation, collecting and recording data and present research findings	Research skills: Question, observing and planning Communication skills: Writing, speaking and listening Social skills: responsibility and respecting others
Learner Profile Attributes	Risk-Takers Open-minded Thinkers Caring	Principled Risk-takers Thinkers	Knowledgeable Communicators Inquirers	Communicator Open-minded Reflective	Knowledgeable Balanced Caring	Inquirers Communicator
Attitudes	Tolerance Respect Integrity	Commitment Cooperation Enthusiasm	Curiosity Enthusiasm Cooperation	Appreciation Confidence Creativity Independence	Curiosity Appreciation Independence	Enthusiasm Empathy Curiosity
Action						
Sharing with the community.						
Field Trips						

**1718 NIS Program of Inquiry – All Details Overview
Kindergarten Two**

Date	10 Sep – 19 Oct	22 Oct – 30 Nov	3 Dec – 25 Jan	28 Jan – 8 Mar	11 Mar – 26 Apr	29 Apr – 7 Jun
Order	1 st	2 nd	3 rd	4 th	5 th	6 th
Transdisciplinary Theme	Who we are	How we organize ourselves	How the world works	How we express ourselves	Sharing the planet	Where we are in place and time
	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 in 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 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 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 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.	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.
Central Idea & Lines of Inquiry	<p>Good habits promote health and well-being.</p> <ul style="list-style-type: none"> The definition of good habits The effects of good habits The responsibilities that promote health and well being 	<p>Communities provide interconnected services designed to meet people's needs.</p> <ul style="list-style-type: none"> Ways in which services support a community Reasons people live in the local community Connection between the services provided in a community 	<p>All living things go through a process of change.</p> <ul style="list-style-type: none"> Characteristics of living things Developmental stages of various living things Similarities and differences between life cycles 	<p>Nursery rhymes, poems and folk tales reflect people's cultures.</p> <ul style="list-style-type: none"> What nursery rhymes, poems and folk tales teach us How nursery rhymes, poems and folk tales reflect a particular culture How nursery rhymes, poems and folk tales are similar and different from our own cultures 	<p>Humans have a responsibility to be guardians of their environment.</p> <ul style="list-style-type: none"> Responsible behavior concerning our immediate, local and global environment Actions that benefit or harm environments Role of the custodian in the environment 	<p>Family histories provide an insight into culture and personal identity.</p> <ul style="list-style-type: none"> Similarities and differences between generations within a family Artifacts/heirlooms or rituals that have meaning in a family Different families
Focus	Science – Living Things	Social Studies	Science – Living Things	Language	Science - Earth and Space Social Studies	Social Studies
Key concepts	Form Responsibility Causation	Function Causation Connection	Form Change Connection	Reflection Perspective Connection	Responsibility Connection Function	Change Reflection Perspective
Related concepts	Initiative Consequences	Networks	Cycles Transformation	Relationships Interpretation Behavior & Opinion	Rights Systems	Chronology History Tradition
Transdisciplinary skills	<p>Thinking skills: Acquisition of knowledge, comprehension and evaluation</p> <p>Self-management skills: Healthy lifestyles, safety and informed choices.</p>	<p>Self-Management skills: Organization, time management, safety, healthy life style, codes of behavior and informed choices.</p> <p>Social skills: Accepting responsibilities, respecting others, cooperation, adopting a variety of group roles and group decision making.</p>	<p>Research skills: Collecting, organizing and presenting data.</p> <p>Thinking skills: Acquiring knowledge, comprehension, synthesis and analysis</p>	<p>Social skills: Adopting a variety of group roles, resolving conflict and respecting others</p> <p>Communication skills: Viewing, listening, non-verbal</p> <p>Self-management skills: Codes of behavior, informed choices and organization.</p>	<p>Thinking skills: Analysis, acquisition of knowledge and comprehension</p> <p>Self-management skills: Organization, safety, healthy lifestyle and time management</p>	<p>Research skills: Collecting, Organizing and presenting data.</p> <p>Communication skills: Speaking, listening, presenting, viewing, writing and reading.</p>
Learner Profile Attributes	Balanced Thinkers Reflective	Open-minded Principled Balanced	Caring Thinkers Knowledgeable	Open-minded Reflective Risk-taker	Caring Principled Balanced	Communicator Inquirer Open-minded
Attitudes	Commitment Confidence Independence	Cooperation Commitment Tolerance	Curiosity Respect	Creativity Enthusiasm Integrity	Appreciation Respect Commitment	Respect Appreciation Empathy
Action						
Sharing with the community.						
Field Trips						

**1718 NIS Program of Inquiry – All Details Overview
Grade One**

Date	10 Sep – 19 Oct	22 Oct – 30 Nov	3 Dec – 25 Jan	28 Jan – 8 Mar	11 Mar – 26 Apr	29 Apr – 7 Jun
Order	1 st	2 nd	3 rd	4 th	5 th	6 th
Transdisciplinary Theme	Who we are	How we organize ourselves	How the world works	How we express ourselves	Sharing the planet	Where we are in place and time
	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 in 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 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 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 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.	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.
Central Idea & Lines of Inquiry	Homes reflect personal identity and local culture. <ul style="list-style-type: none"> The concept of home Different types of homes Circumstances that determine where people live 	In a workplace people share responsibility towards a common purpose. <ul style="list-style-type: none"> Form of a workplace Function of people in a workplace Responsibilities of members in a workplace 	The sun is the primary source for providing light heat and color. <ul style="list-style-type: none"> Natural sources of light and heat. Transmission of light The color spectrum 	Imagination is a powerful tool to express ourselves and understand others. <ul style="list-style-type: none"> We express ourselves through imagination Our imagination helps us consider other perspectives Reflection is an important part of imagination 	All living things depend on each other for survival. <ul style="list-style-type: none"> Characteristics of living things Living things are connected Living things impact each other 	Communities are influenced by the members and their different perspectives. <ul style="list-style-type: none"> Connections and perspectives in a community Responsibility towards the community Personal stories of contributing members
Focus	Social Studies - Geography	Social Studies	Science - Earth and Space	Language	Science - Living Things	Social Studies
Key concepts	Form Causation Perspective	Form Function Responsibility	Form Change Causation	Function Perspective Reflection	Form Connection Causation	Connection Perspective Responsibility
Related concepts	Creativity Diversity	Networks	Similarities Differences Light Convection	Perception Self-expression	Lifestyle Resources	Continuity Diversity
Transdisciplinary skills	Research skills: Observation, formulating questions, collecting data and presenting research findings.	Communication skills: Listening, speaking, interviewing, writing and reading. Self-Management skills: Organization	Research skills: Observation, formulating questions, collecting data and presenting research findings. Thinking skills:	Thinking skills: Comprehension, dialectical thought. Communication skills: Listening, speaking, interviewing, writing and reading.	Self-Management skills: Organization and healthy lifestyle, Research skills: Observation, formulating questions, collecting data and presenting research findings.	Social skills: Respecting others, cooperating, adopting a variety of group roles.
Learner Profile Attributes	Inquirer Open-minded	Risk-takers Communicators	Knowledgeable Inquirers Risk-takers	Thinker Principled Communicator	Balanced Responsibility	Caring Reflective
Attitudes	Empathy Appreciation	All	Appreciation Independence	Creativity Confidence	Commitment Appreciation	Tolerance Respect
Action						
Sharing with the community.						
Field Trips						

**1718 NIS Program of Inquiry – All Details Overview
Grade Two**

Date	10 Sep – 19 Oct	22 Oct – 30 Nov	3 Dec – 25 Jan	28 Jan – 8 Mar	11 Mar – 26 Apr	29 Apr – 7 Jun
Order	1 st	2 nd	3 rd	4 th	5 th	6 th
Transdisciplinary Theme	Who we are	How we organize ourselves	How the world works	How we express ourselves	Sharing the planet	Where we are in place and time
		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 in 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 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 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 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.
Lines of Inquiry	Relationships are enhanced by learning about other people's perspectives and communicating our own. <ul style="list-style-type: none"> Acknowledging others' perspectives Attitude in social interaction 	Interconnected systems need to be in place to maintain organization in communities. <ul style="list-style-type: none"> The concept of an organization Different systems in an organization that we use personally and in our community Collection, storage and use of information for an organization 	Understanding the properties of air allows people to make practical applications. <ul style="list-style-type: none"> What air can do and how we use it The properties and evidence of the existence of air 	Through the arts people use different forms of expression to convey their uniqueness as human beings. <ul style="list-style-type: none"> The diverse ways in which people express their uniqueness The role of art in culture and society 	Human action can preserve or endanger animal life. <ul style="list-style-type: none"> How animals survive in their habitats Our responsibility towards keeping animals from extinction 	Exploration leads to discovery and develops new understandings. <ul style="list-style-type: none"> Historical and personal reasons for exploration Feelings and attitudes associated with exploration Changes due to exploration Forms of exploration
Focus	Social Studies / Islamic Studies / Citizenship	Social Studies	Science	Language PE and the Arts	Science - Living Things Language	Social Studies - Geography
Key concepts	Perspective Reflection Change	Connection Responsibility Function	Form Function Reflection	Function Perspective Reflection	Causation Responsibility Form	Form Change Perspective
Related concepts	Communication Empathy Open-mindedness	Interdependence Organization Systems	Force Energy	Perception, Self-expression	Adaptation Interdependence	Consequences Discovery Geography
Transdisciplinary skills	Social skills: Resolving conflict and respecting others Communication skills: Listening, Speaking and Non-Verbal Communication	Social skills: Accepting responsibility, cooperating, group decision making, adopting a variety of group roles Self-Management skills: Organization and safety	Thinking skills: Acquisition of knowledge, evaluation and application Research skills: All	Communication skills: Reading, writing, viewing, presenting and comprehension Self-management skills: Gross, fine motor skills:	Self-management Spatial awareness, codes of behavior, informed choices and healthy lifestyle Research skills: Planning, analyze and synthesis Communication skills: Listening, Speaking and Non-Verbal Communication	Research skills: Collecting, recording and organizing data, presenting research findings. Thinking skills: Analysis, Meta-cognition, Dialectical Thinking and Comprehension
Learner Profile Attributes	Open-Minded Caring	Communicator Principled Balanced	Knowledgeable Risk Takers Inquirers	Communicator Knowledgeable	Caring Reflective Inquirers Principled	Inquirers Thinkers Open-minded
Attitudes	Tolerance Independence Empathy	Respect Cooperation Integrity	Creativity Appreciation Cooperation	Confidence Independence Cooperation	Curiosity Commitment Empathy Integrity	Enthusiasm Curiosity Appreciation
Action						
Sharing with the community.						
Field Trips						

**1718 NIS Program of Inquiry – All Details Overview
Grade Three**

Date	10 Sep – 19 Oct	22 Oct – 30 Nov	3 Dec – 25 Jan	28 Jan – 8 Mar	11 Mar – 26 Apr	29 Apr – 7 Jun
Order	1 st	2 nd	3 rd	4 th	5 th	6 th
Transdisciplinary Theme	Who we are	How we organize ourselves	How the world works	How we express ourselves	Sharing the planet	Where we are in place and time
		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 in 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 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 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 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.
Central Idea & Lines of Inquiry	Understanding the connection between nutrition and diet could lead to a healthy lifestyle. <ul style="list-style-type: none"> • Why food is important • Ways of making informed choices about food • Understanding the importance of a balanced diet 	People use a variety of skills and strategies that contribute to their role in a community of learners. <ul style="list-style-type: none"> • Being part of a community of learners • Skills, strategies and attitudes connected to being a lifelong learner • Making contributions to a community of lifelong learners 	Human survival is connected to understanding the continual changing nature of the earth. <ul style="list-style-type: none"> • The different interrelated components of the earth • Reasons for the continual changes of the earth • Human response to the earth's changes 	We use many forms of communication in the modern world that help us to communicate successfully. <ul style="list-style-type: none"> • The different forms and ways of communication • Successful communication systems • Different uses of communication systems 	Water is essential to life, and is a limited resource for many people. <ul style="list-style-type: none"> • Sources and uses of water • Capturing and managing water • Responsibilities connected to water 	Human migration is a response to challenges, risks and opportunities. <ul style="list-style-type: none"> • The different ways people migrate • The reasons of migration throughout history • Effects of migration on communities, cultures and individuals
Focus	Science - Materials and Matter	Social Studies	Science - Earth and Space	Social Studies / Language	Science - Materials and Matter	Social Studies
Key concepts	Responsibility Reflection Connection	Function Responsibility Connection	Form Change Causation	Form Function Reflection	Form Function Responsibility	Causation Change Perspective
Related concepts	Similarities and Differences Interpretation Initiative	Citizenship Independence Systems	Erosion Geology Tectonic plates Movement	Systems	Conservation Equity Processes	Population Self-fulfillment Influence
Transdisciplinary skills	Thinking skills: Acquisition of knowledge, comprehension, evaluation and synthesis Research Skills: Formulating questions observing, planning, collecting and organizing data, presenting research finding	Social skills: Accepting responsibilities adopting a variety of group roles Self-Management Skills: Time management, codes of behavior	Thinking skills: Acquiring knowledge dialectical thinking Communication Skills: Writing, presenting, speaking	Communication skills: Listening, speaking, reading and writing Non-verbal communication Social Skills:	Research skills: Formulating questions, observing, planning, collecting and organizing data, presenting research finding Self-Management Skills: Gross motor skill, safety and codes of behavior.	Social skills: Resolving conflict cooperating and respecting others Thinking Skills: Meta-Cognition Evaluation Analysis
Learner Profile Attributes	Knowledgeable Balanced Thinkers	Open Minded Reflective Principled	Risk-takers Inquirers Reflective	Communicators Principled	Caring Communicators Inquirers	Thinkers Risk-takers Caring
Attitudes	Commitment Respect Curiosity	Appreciation Respect	Creativity Curiosity Respect	Enthusiasm Respect Confidence Independence	Integrity Commitment Appreciation	Empathy Cooperation Independence / Tolerance
Action						
Sharing with the community.						
Field Trips						

**1718 NIS Program of Inquiry – All Details Overview
Grade Four**

Date	10 Sep – 19 Oct	22 Oct – 30 Nov	3 Dec – 25 Jan	28 Jan – 8 Mar	11 Mar – 26 Apr	29 Apr – 7 Jun
Order	1 st	2 nd	3 rd	4 th	5 th	6 th
Transdisciplinary Theme	Who we are	How we organize ourselves	How the world works	How we express ourselves	Sharing the planet	Where we are in place and time
	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 in 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 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 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 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.	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.
Lines of Inquiry & Focus	The human body consists of many interrelated systems. <ul style="list-style-type: none"> How the human body systems work Practices required to keep them healthy Global consequences of poor diet 	Money could be managed responsibly to meet the needs of the people. <ul style="list-style-type: none"> Buying and selling goods and services Responsible use of money Budget management 	Energy can be converted from one form to another and stored in various ways. <ul style="list-style-type: none"> Forms of energy The storage and transformation of energy Conservation of energy 	Choices of role models reflect the characteristics that societies and individuals value. <ul style="list-style-type: none"> Reasons for valuing role models Development of gifts, talents and interests The use of personal strengths for the greater good 	Biodiversity relies on maintaining the interdependent balance of organisms within systems and could be affected by human actions. <ul style="list-style-type: none"> Biodiversity of biomes Ways in which organisms are interconnected in the ecosystem How human interaction with the environment can affect the balance of systems 	The development of global perspectives is supported through understanding our place in the world in relation to others. <ul style="list-style-type: none"> How we represent place Representations of place through time The perspective of our country in comparison to others
	Focus	Science – Living Things PE	Language & Social Studies	Language & Science – Forces of Energy	Language / Literature, Social Studies & Arts	Language & Science – Living Things
Key concepts	Form Function Connection Responsibility	Function Responsibility Connection	Form Function Change	Causation Reflection Perspective	Form Causation Responsibility	Connection Perspective Change
Related concepts	Systems Role	Systems Initiative	Conservation Transformation	Self-fulfillment Influence	Balance Biodiversity Interdependence	Context Location Orientation
Transdisciplinary skills	Self-management skills: Healthy lifestyle, informed choices, safety and codes of behavior. Thinking Skills: Comprehension, application and analysis Research Skills:	Thinking skills: Evaluation analysis and application. Self-management skills: Time management and organization	Thinking skills: Acquiring knowledge, evaluation, synthesis, application Research skills: Formulating questions, observing, planning, collecting, organizing and recording data, presenting research findings	Social skills: Cooperating, group decision making and adopting a variety of group roles Self-management skills: Codes of behavior, informed choices	Communication skills: Listening, viewing, presenting Social skills: Accepting responsibility, and cooperating Research skills:	Research Skills: Formulating questions, observing, planning, collecting, organizing and recording data, presenting research findings Communication skills: Speaking, reading, writing, viewing, presenting Social Skills:
Learner Profile Attributes	Balanced Inquirers Caring	Principled Risk-takers Reflective	Thinkers Inquirers Knowledgeable	Knowledgeable Open-minded	Caring Principled Thinkers Balanced	Risk-takers Communicators Open-minded Inquirers
Attitudes	Appreciation Curiosity Independence	Integrity Enthusiasm	Appreciation Curiosity Integrity	All attitudes	Respect Cooperation Empathy	Tolerance Enthusiasm Independence
Action						
Sharing with the community.						
Field Trips						

**1718 NIS Program of Inquiry – All Details Overview
Grade Five**

Date	10 Sep – 19 Oct	22 Oct – 30 Nov	3 Dec – 25 Jan	28 Jan – 8 Mar	11 Mar – 26 Apr	29 Apr – 7 Jun
Order	1 st	2 nd	3 rd	4 th	5 th	6 th
Transdisciplinary Theme	Who we are	How we organize ourselves	How the world works	How we express ourselves	Sharing the planet	Where we are in place and time
	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 in 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 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 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 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.	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.
Lines of Inquiry &	Goal setting and decision making are influenced by various factors which may result in different consequences. <ul style="list-style-type: none"> Understanding the importance of goal setting and decision making processes Factors that might influence our decisions. Impacts or consequences that decisions can have 	Technology and its development could impact the world of work and leisure. <ul style="list-style-type: none"> Technology and inventions of the home, workplace and leisure activities. Circumstances that lead to the development of important inventions and their impact. The importance of using technology responsibly 	The fact that materials can undergo permanent or temporary changes poses could have implications. <ul style="list-style-type: none"> Properties of matter and the nature of chemical and physical changes Practical applications and implications of change in materials Advantages and disadvantages of changes material could undergo 	The way we understand stories is shaped by the perspective from which they are told. <ul style="list-style-type: none"> The elements of a story Different ways the same story can be told and interpreted How a storyteller's perspective might change our understanding of the story 	Teacher-led student Inquiry Student created Central Idea and Lines of Inquiry	Exhibition
Focus	Social Studies	Social Studies	Science – Materials and Matter	Language		All Subject Areas
Key concepts	Causation Perspective Connection	Connection Change Responsibility	Form Causation Change	Form Perspective Reflection	Student choice	All concepts
Related concepts	Choice Systems	Communication Systems Ethics	Measurement Transformation	Truth, Bias	Student choice	Chosen related concepts
Transdisciplinary skills	Self-Management skills: Safety, healthy lifestyle and Informed choices, time management and codes of behavior Social skills: Group decision making, resolving conflict and respecting others Communication skills: Non-verbal communication	Research skills: Planning, observing, question, collect, record and organize data and present research findings Social skills: Responsibility, respecting other, resolving conflict, group decision making and cooperation	Thinking skills: Acquiring knowledge, analysis, evaluation and comprehension, application Research Skills: All	Self-Management skills: Safety, healthy lifestyle and informed choices. Thinking skills: Acquiring knowledge, comprehension, analysis, evaluation and meta-cognition Research skills: Collecting data, formulating questions, organize and interpret data and present findings. Communication Skills:	Student choice	All transdisciplinary skills
Learner Profile Attributes	Balanced Principled Risk-taker Caring	Inquirers Reflective Open- minded Knowledgeable	Thinker Communicator Reflective Knowledgeable	Inquirer Reflective Thinker	Student choice	All
Attitudes	Commitment Confidence Tolerance / Independence	Respect Integrity Tolerance	Respect Cooperation Integrity / Curiosity	Empathy Respect Cooperation	Student choice	All
Action						
Sharing with the community.						
Field Trips						

