

Programme of Inquiry

Kit Carson International Academy

September 2017

Pre-K

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	An individual's character is created by their beliefs and values.		Creating and responding to art develops understanding of ourselves and the world around us.		Society has rules and systems to help people stay safe.	It is our responsibility to take care of our environment so that we can live in harmony with all.
Lines of inquiry	<ul style="list-style-type: none"> • People have similar beliefs & interests. • Our family's culture forms our character. • Individuals have defined family and societal roles. 		<ul style="list-style-type: none"> • We use art to help describe the world around us, our feelings, and to communicate. • Art has many different forms. • Art helps us understand ourselves and others. 		<ul style="list-style-type: none"> • Rules that ensure safety. • People who protect us. • How to keep yourself safe. 	<ul style="list-style-type: none"> • People have an impact on the environment. • We can better understand the creatures that live in the environment so that we can coexist with them. • People need to be responsible in the choices they make.
Subject focus	English Language Arts, Mathematics, Social Studies, Science, Art, Music		English Language Arts, Mathematics, Social Studies, Science, Physical Education, Art, Music, Library		English Language Arts, Mathematics, Social Studies, Science, Physical Education, Art, Music, Library	English Language Arts, Mathematics, Social Studies, Science, Physical Education, Art, Music, Library
Key concepts	Connection, Perspective, Reflection		Form, Change, Perspective		Connection, Responsibility, Reflection	Causation, Responsibility
Related concepts	friendship, community, family, communication,		ELA-patterns, perceptions, point of view, change.		ELA related concepts: character, conflict/	

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<p>language, culture, food, roles we play, body positioning, rhythm, rhyming, color recognition, author, illustrator</p> <p>Library; friendships in literature, communication through dialogue</p> <p>friendship, community, family, communication, language, culture, family, food, roles we play, body positioning, rhythm, rhyming, color recognition, author, illustrator</p> <p>friendship, community, family, communication, language, culture, family, food, roles we play, body positioning, rhythm, rhyming, color recognition, author, illustrator</p>		<p>Math-patterns, proportions, symmetry.</p> <p>Social Studies-culture, beliefs/values, emotions, diversity, change.</p> <p>Science-interaction, cycle, time and space, change.</p> <p>ELA- perceptions, point of view, change.</p> <p>Math-patterns, proportions, symmetry.</p> <p>Social Studies-culture, beliefs/values, emotions, diversity, change.</p> <p>Science-interaction, cycle, time and space, change.</p> <p>ELA- perceptions, point of view, change.</p> <p>Math-patterns, proportions, symmetry.</p> <p>Social Studies-culture, beliefs/values, emotions, diversity, change.</p> <p>Science-interaction, cycle, time and space, change.</p>		<p>cooperation, interactions, order, systems, and point of view.</p> <p>Social Studies concepts: beliefs/values, cause/effect, civilization, culture, interdependence, interaction, point of view, and systems.</p> <p>ELA related concepts: character, conflict/ cooperation, interactions, order, systems, and point of view.</p> <p>Social Studies concepts: beliefs/values, cause/effect, civilization, culture, interdependence, interaction, point of view, and systems.</p> <p>ELA related concepts: character, conflict/ cooperation, interactions, order, systems, and point of view.</p> <p>Social Studies concepts: beliefs/values, cause/effect, civilization, culture, interdependence, interaction, point of view, and systems.</p>	
<p>Learning experiences</p>	<p>Learner Profile Items: Communicators, Open-minded, Reflective Attitudes: Curiosity, Respect, Tolerance Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data,</p>	<p>Learner Profile Items: Thinkers, Caring, Reflective Attitudes: Appreciation, Cooperation, Creativity Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Organization Social Skills: Respecting others, Cooperating</p>		<p>Learner Profile Items: Thinkers, Communicators, Open-minded, Caring, Reflective Attitudes: Cooperation, Independence, Integrity, Respect Self-management Skills: Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p>	<p>Learner Profile Items: Inquirers, Thinkers, Caring Attitudes: Appreciation, Commitment Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p>

Who we are

Where we are in place and time

How we express ourselves

How the world works

How we organize ourselves

Sharing the planet

Interpreting Data, Presenting Research

Self-management Skills:

Gross Motor, Fine Motor, Spatial Awareness, Safety, Codes of Behaviour, Informed Choices

Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition

Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles

Communication Skills:

Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Communication Skills:

Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Thinking Skills:

Comprehension, Application, Analysis, Metacognition

Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles

Communication Skills:

Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles

Kindergarten

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Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	An awareness of our surroundings can help us to make safe choices for ourselves and others.	Personal journeys can lead to change and new opportunities.	Families share beliefs and values through their celebrations and traditions.	Climate patterns affect the world in which organisms live.	Where we live impacts the products we use and how we use them.	Plants and animals sustain life on Earth and play a role in our lives.
Lines of inquiry	<ul style="list-style-type: none"> • Safe vs. Unsafe • Responding to our surroundings • My responsibilities in staying safe 	<ul style="list-style-type: none"> • Important events that lead to change. • Changes happen as we grow. • Change will lead to new opportunities 	<ul style="list-style-type: none"> • Families work together to solve problems and create a positive environment. • Families around the world use stories to pass down traditions to the next generation. • Families have traditions and celebrations that are important to them. 	<ul style="list-style-type: none"> • Patterns can be found in organisms and climate cycles. • Organisms adapt to the changes of the environment. • Organisms have unique needs. 	<ul style="list-style-type: none"> • Changes raw materials go through in the creation of a product. • Products we derive from plants and animals. • People select food based on where they live. 	<ul style="list-style-type: none"> • Plants and animals play a role in life's interdependence. • The basic needs of plants relates to the basic needs of humans and animals. • There are patterns in the natural world that influence survival of plants and animals.
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Key concepts	Causation, Perspective, Responsibility	Form, Function, Reflection	Form, Connection, Perspective	Causation, Change, Connection	Change, Connection, Responsibility	Function, Causation, Reflection
Related concepts	<p>Related Concepts: awareness, safety.</p> <p>Related Concepts: awareness, safety.</p>	<p>Related Concepts: artifacts, history, value.</p> <p>Related Concepts: artifacts, history, value.</p>	<p>Related Concepts: beliefs - celebrations and traditions reflect different beliefs</p>	<p>Related Concepts: Patterns, interactions, and adaptations.</p> <p>Related Concepts: Patterns, interactions, and adaptations.</p>	<p>Related Concepts: cycle, transformation, similarities and differences.</p> <p>Related Concepts: cycle, transformation, similarities and differences.</p>	<p>Related Concepts: interdependence, appreciation.</p> <p>Related Concepts: interdependence, appreciation.</p>

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<p>Related Concepts: awareness, safety.</p>	<p>Related Concepts: artifacts, history, value.</p>	<p>values - celebrations and traditions are opportunities to demonstrate values of a culture</p> <p>belonging - participating in celebrations and traditions create a sense of belonging</p> <p>culture - celebrations and traditions are part of a culture</p> <p>Related Concepts:</p> <p>beliefs - celebrations and traditions reflect different beliefs</p> <p>values - celebrations and traditions are opportunities to demonstrate values of a culture</p> <p>belonging - participating in celebrations and traditions create a sense of belonging</p> <p>culture - celebrations and traditions are part of a culture</p> <p>Related Concepts:</p> <p>beliefs - celebrations and traditions reflect different beliefs</p> <p>values - celebrations and traditions are opportunities to demonstrate values of a culture</p> <p>belonging - participating in celebrations and traditions create a sense of belonging</p> <p>culture - celebrations and traditions are part of a culture</p>	<p>Related Concepts: Patterns, interactions, and adaptations.</p>	<p>Related Concepts: cycle, transformation, similarities and differences.</p>	<p>Related Concepts: interdependence, appreciation.</p>

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Learning experiences	<p>Learner Profile Items: Inquirers, Communicators</p> <p>Attitudes: Integrity, Respect</p> <p>Self-management Skills: Spatial Awareness, Safety, Codes of Behaviour</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p>	<p>Learner Profile Items: Balanced, Reflective</p> <p>Attitudes: Commitment, Tolerance</p> <p>Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p>	<p>Learner Profile Items: Knowledgeable, Open-minded</p> <p>Attitudes: Confidence, Independence</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p>Learner Profile Items: Inquirers, Risk-takers (Courageous)</p> <p>Attitudes: Cooperation, Curiosity</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p>Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p>Learner Profile Items: Inquirers, Thinkers</p> <p>Attitudes: Creativity, Empathy</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p>	<p>Learner Profile Items: Thinkers, Caring</p> <p>Attitudes: Appreciation, Enthusiasm</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p>

Grade 1

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	Families are unique, and its members have specific roles, their own responsibilities and are connected by relationships.	Throughout time, people have migrated and adapted to their surroundings based on their local and global perspectives.	Traditions are based on individual beliefs and values and are passed down from generation to generation.	Throughout the world, people's lives are changed by scientific and technological advances.	Communities rely on goods and services based on their needs and wants.	Humans are stewards of the world around us.
Lines of inquiry	<ul style="list-style-type: none"> A family is a group of people that have a relationship. Individuals have responsibilities as a part of a family. People are connected through their past. 	<ul style="list-style-type: none"> People move for various reasons Changing your location can change your lifestyle Migration affects how communities change over time 	<ul style="list-style-type: none"> Citizens express their culture to reflect their beliefs and values Traditions can be passed on through generations Families celebrate holidays and special cultural days 	<ul style="list-style-type: none"> Society is dependent on scientific and technological advances Scientific and technological advances have an impact on society Physical appearance of the inventions have changed over time 	<ul style="list-style-type: none"> Communities need organization in order to function Communities are organized based on citizens needs and wants Needs and wants determine goods and services offered by a community 	<ul style="list-style-type: none"> Individual actions affect the environment Systems are interdependent Natural resources are used by all living organisms
Subject focus	English Language Arts, Mathematics, Social Studies	English Language Arts, Mathematics, Social Studies, Physical Education, Art, Chinese, Music, Library	English Language Arts, Mathematics, Social Studies, Physical Education, Art, Chinese, Music, Library	English Language Arts, Mathematics, Science, Physical Education, Art, Chinese, Music, Library	English Language Arts, Mathematics, Social Studies, Science, Physical Education, Art, Chinese, Music, Library	English Language Arts, Mathematics, Social Studies, Science, Art, Chinese, Music, Library
Key concepts	Form, Function, Connection	Causation, Change, Reflection	Causation, Connection, Perspective	Form, Function, Perspective	Function, Causation, Connection	Causation, Connection, Responsibility
Related concepts	Roles, responsibilities, relationships, Chinese: numbers, mid-autumn day, family				This unit of inquiry focuses on ELA and Social Studies Standards. Students explore the meaning of community,	Students will create a poster campaign. They will write about our influence on the environment and actions we

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<p>members, Confucius, countries and nationalities</p> <p>family, values, balance</p>				<p>cooperation, and organization as it relates to this unit of inquiry.</p> <p>Related concepts : behavior, choice, location,</p> <p>structure, lifestyle, interdependence</p>	<p>can take to protect it. Students will understand what methods are used to protect natural resources such as recycling and conservation of water and energy.</p>
<p>Learning experiences</p>	<p>Learner Profile Items: Open-minded, Caring, Reflective</p> <p>Attitudes: Commitment, Cooperation</p> <p>Research Skills: Planning, Collecting Data, Recording Data, Organizing Data</p> <p>Self-management Skills: Organization, Codes of Behaviour</p> <p>Thinking Skills: Comprehension</p> <p>Social Skills: Accepting Responsibility, Cooperating</p> <p>Communication Skills: Listening, Speaking, Reading, Writing, Presenting</p>	<p>Learner Profile Items: Open-minded</p> <p>Attitudes: Tolerance</p> <p>Research Skills: Observing</p> <p>Thinking Skills: Analysis</p> <p>Communication Skills: Writing</p>		<p>Learner Profile Items: Open-minded</p> <p>Attitudes: Cooperation</p> <p>Research Skills: Planning</p> <p>Self-management Skills: Organization</p> <p>Thinking Skills: Acquisition of knowledge, Application</p> <p>Social Skills: Cooperating</p> <p>Communication Skills: Listening, Speaking, Viewing, Presenting</p>	<p>Learner Profile Items: Caring, Reflective</p> <p>Attitudes: Appreciation, Cooperation</p> <p>Research Skills: Recording Data, Presenting Research</p> <p>Self-management Skills: Informed Choices</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension</p> <p>Social Skills: Accepting Responsibility, Cooperating</p> <p>Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>

Grade 2

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	People are responsible for their choices and for the outcome these choices cause.	Families and communities celebrate old, and develop new traditions that recognize the importance of history, culture and traditions.	Diverse cultures contribute to artistic expression and various celebrations within our global community.	Organisms interact with and depend on living and non-living features of the environment for survival	People use organization as a system to create order.	Humans impact the ecosystems of all living things.
Lines of inquiry	<ul style="list-style-type: none"> I can understand personal accountability and responsibility I can understand the outcomes of making choices I can understand living and working together in a community 	<ul style="list-style-type: none"> Family histories are passed down through traditions. Traditions within families change through time. Traditions are shared within a culture. 	<ul style="list-style-type: none"> Cultural values can be expressed through the Arts. Cultural contributions diversify our global community. Oral traditions, celebrations & stories are part of what define each cultural group. 	<ul style="list-style-type: none"> Environmental phenomenon cause changes in the environment that impacts all living things. Matter exists in many forms in a given environment. Humans make informed choices around material usage and sustainability. 	<ul style="list-style-type: none"> How and why we organize ourselves at home Organizing ourselves at home, at school and in our community Consequences of presence/absence of organization 	<ul style="list-style-type: none"> Animals can be classified by many characteristics Animals live in many types of shelters Human interaction with the environment interferes with the balance of systems Animals require certain things to survive
Subject focus	English Language Arts, Mathematics, Social Studies, Art	English Language Arts, Mathematics, Social Studies, Science, Art, Chinese, Music, Library	English Language Arts, Mathematics, Social Studies, Science, Art, Chinese, Music, Library	English Language Arts, Mathematics, Social Studies, Science, Physical Education, Art, Chinese, Music, Library	English Language Arts, Mathematics, Social Studies, Science, Physical Education, Art, Chinese, Music, Library	English Language Arts, Mathematics, Social Studies, Science, Physical Education, Art, Chinese, Music, Library
Key concepts	Connection, Perspective, Responsibility	Form, Change, Perspective	Form, Connection, Perspective	Form, Causation, Change, Reflection	Form, Function, Causation	
Related concepts	Wants and needs, kindness, character traits, communities Library; intellectual freedom, censorship	Art- Music-Instruments and dances that are practiced in that culture	Social Studies: culture, beliefs, customs Language & Literature: folktales, fables		Art-Create a calendar Music-Ringtone Alarm/ ELA-Writing	

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Music: Folk songs of South America and the cultures/festivals that influence them.

Economics, community, point of view, geometry, number sense

ELA-Writing an essay about their research

Mathematics-Chinese Numbers to show how patterns are use for language

Chinese-Patterns

Library-Reading Informational Books

Social Studies-Maps

Music:

Art:

Science: elements of nature

Math:\Diverse cultures contribute to artistic expression and various celebrations within our global community.

Art: Self portraits using various mediums

Music: How can music express ideas and feelings?

ELA: Reading about various methods of expression in the arts

Chinese: How to express themselves in words in Mandarin

Library: Reading about various methods of expression in the arts

Social studies: Cultural expression investigations

Art: Self portraits using various mediums

Music: How can music express ideas and feelings?

ELA: Reading about various methods of expression in the arts

Chinese: How to express themselves in words in Mandarin

Library: Reading about various methods of expression in the arts

Mathematics-Time

Physical Education-Time Management-Movement

Library-

Chinese- rules of writing in Chinese

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Social studies: Cultural expression investigations

Learning experiences

Learner Profile Items: Inquirers, Thinkers, Open-minded
Attitudes: Appreciation, Confidence, Integrity
Research Skills: Formulating Questions
Thinking Skills: Comprehension
Communication Skills: Speaking, Presenting

Learner Profile Items: Inquirers, Knowledgeable, Thinkers, Communicators, Open-minded, Reflective
Attitudes: Commitment, Cooperation, Creativity, Curiosity, Respect
Research Skills: Formulating Questions, Observing, Collecting Data, Recording Data, Organizing Data, Presenting Research
Self-management Skills: Gross Motor, Fine Motor, Organization, Time Management, Codes of Behaviour, Informed Choices
Thinking Skills: Acquisition of knowledge, Comprehension, Analysis, Synthesis, Evaluation, Metacognition
Social Skills: Accepting Responsibility, Respecting others, Cooperating, Group decision making, Adopting a variety of group roles
Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Learner Profile Items: Open-minded
Attitudes: Appreciation, Cooperation, Curiosity, Enthusiasm, Respect, Tolerance
Research Skills: Collecting Data, Recording Data, Organizing Data
Self-management Skills: Organization, Time Management
Thinking Skills: Acquisition of knowledge, Comprehension, Application
Communication Skills: Listening, Speaking, Reading, Writing, Viewing, Presenting

Learner Profile Items: Knowledgeable, Thinkers, Principled, Open-minded, Caring, Reflective
Attitudes: Appreciation, Commitment, Cooperation, Creativity, Curiosity, Integrity, Respect
Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research
Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices
Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition
Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles
Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Learner Profile Items: Thinkers, Principled, Reflective
Attitudes: Cooperation, Creativity, Curiosity, Enthusiasm, Independence, Integrity
Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research
Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices
Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition
Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Learner Profile Items: Inquirers, Thinkers, Communicators, Open-minded, Caring
Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research
Self-management Skills: Organization, Time Management, Codes of Behaviour
Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition
Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles
Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Grade 3

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Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	The choices we make and the actions we take regarding our health habits are influenced by culture, media & technology.	Various factors contribute to change within communities over time.	Storytelling is a way people communicate for different purposes.	Humans explore patterns of motion and matter to make technological advances.	Success at the Market Place is dependent on the ability to produce and market goods and services that can be bought and exchanged.	Organisms occupy specific ecosystems and may make adaptations as needed.
Lines of inquiry	<ul style="list-style-type: none"> I can make choices regarding my friendships, education & health. I have to think about my habits and may need to make changes to maintain my health. Culture, media/ technology & relationships affect the habits I have. 	<ul style="list-style-type: none"> Identify responsibilities to the community. Communities can be changed by natural disasters and the use of natural resources. The actions we take within a community help connect us to one another and the environment. 	<ul style="list-style-type: none"> Varying perspectives lead to different interpretations of the story Identify the common characteristics of storytelling Analyze the purpose of storytelling 	<ul style="list-style-type: none"> Motions and matter in nature influence technological advances. There are observable behaviors and patterns of motion and matter. By using the law of physics and observations engineers are able to make improvements. 	<ul style="list-style-type: none"> Characteristics of currency, systems of exchange and advertising Ways systems of exchange function in society The perspective of various target groups, especially children, will affect the advertising approaches that one makes. 	<ul style="list-style-type: none"> Understanding the characteristics of all organisms and different ecosystems. Making connections between organisms that share the ecosystem and adaptations they make to coexist. Ways an ecosystem impacts the survival, adaptations, and possible threats to the survival of organisms.
Subject focus	English Language Arts, Social Studies, Physical Education	English Language Arts, Social Studies, Science	English Language Arts, Mathematics, Social Studies, Science, Physical Education, Art, Chinese, Music, Library	English Language Arts, Mathematics, Science, Physical Education, Art, Chinese	English Language Arts, Mathematics, Social Studies, Art, Chinese, Library	English Language Arts, Mathematics, Science, Physical Education, Art, Chinese, Music, Library
Key concepts	Causation, Change, Responsibility	Function, Connection, Responsibility	Form, Function, Perspective	Form, Function, Causation	Form, Function, Perspective	Form, Function, Connection
Related concepts	Friendship, culture	Change, communication;				

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet	
<p>Library; intellectual freedom, censorship</p> <p>Music: Folksongs of Europe, and how they are affected by the culture of Europe.</p> <p>Exercise, diet, culture</p> <p>Diet, exercise, culture</p>	<p>Relationships, individual</p> <p>Responsibility within their community.</p>			<p>ELA- looking at structures of writing, finding similarities and differences in stories</p> <p>Math- Properties of multiplication, number patterns</p> <p>Social Studies- patterns in history, similarities/ differences of trading, bartering, selling items</p> <p>ELA: communication, roles</p> <p>Math: pattern, systems, function machines</p> <p>Social Studies: communication, role, systems</p> <p>Art: Students will look at artwork and discuss various perspectives, beliefs, opinions</p> <p>ELA: beliefs, opinions</p>		
Learning experiences	<p>Learner Profile Items: Knowledgeable, Open-minded, Balanced</p> <p>Attitudes: Empathy, Respect, Tolerance</p> <p>Research Skills: Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data</p> <p>Self-management Skills: Safety, Healthy Lifestyles, Informed Choices</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Evaluation, Metacognition</p> <p>Social Skills: Accepting Responsibility, Respecting others</p>	<p>Learner Profile Items: Thinkers, Open-minded, Caring</p> <p>Attitudes: Commitment, Creativity, Empathy</p> <p>Research Skills: Formulating Questions, Observing, Planning, Presenting Research</p> <p>Self-management Skills: Fine Motor, Spatial Awareness, Organization, Time Management</p> <p>Thinking Skills: Comprehension, Application, Analysis, Evaluation, Dialectical thought, Metacognition</p>	<p>Learner Profile Items: Risk-takers (Courageous)</p> <p>Attitudes: Creativity</p> <p>Research Skills: Planning</p> <p>Self-management Skills: Spatial Awareness</p> <p>Thinking Skills: Metacognition</p> <p>Social Skills: Respecting others</p> <p>Communication Skills: Listening, Speaking</p>	<p>Learner Profile Items: Thinkers</p> <p>Attitudes: Confidence, Creativity</p> <p>Research Skills: Observing, Presenting Research</p> <p>Self-management Skills: Fine Motor, Spatial Awareness</p> <p>Thinking Skills: Metacognition</p> <p>Social Skills: Respecting others</p> <p>Communication Skills: Listening, Speaking, Presenting</p>	<p>Learner Profile Items: Knowledgeable, Thinkers, Communicators</p> <p>Attitudes: Cooperation, Creativity</p> <p>Research Skills: Formulating Questions, Observing, Planning, Presenting Research</p> <p>Self-management Skills: Organization, Time Management</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Metacognition</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group</p>	<p>Learner Profile Items: Inquirers</p> <p>Attitudes: Curiosity, Independence</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Self-management Skills: Organization, Time Management</p> <p>Thinking Skills: Acquisition of knowledge</p> <p>Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>

Who we are

Where we are in place and time

How we express ourselves

How the world works

How we organize ourselves

Sharing the planet

Communication Skills:
Listening, Speaking,
Reading, Writing, Presenting

Social Skills: Respecting others, Cooperating, Group decision making
Communication Skills:
Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

decision making, Adopting a variety of group roles
Communication Skills:
Listening, Speaking, Reading, Writing, Viewing, Presenting

Grade 4

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	Organisms adapt and develop communities to maintain mental and physical health.	Human migration produces economic, social, political, and cultural change.	The choices we make are a reflection of our values and beliefs.	Scientists create inventions that have an impact on our world.	Societal decision-making maintains a balanced community.	There are limited resources that all living things share.
Lines of inquiry	<ul style="list-style-type: none"> • There are different FORMS of adaptation. • As humans we can reflect on how we adapt to our own environment. • There are different causes and effects related to adaptation. 	<ul style="list-style-type: none"> • Internationalism is a process that is influenced by migration and integration of cultures. • Immigration is often the result of conflict and requires cooperation. • Continental exploration and migration result in connections between people throughout the world. 	<ul style="list-style-type: none"> • Perspective influences choice. • Decision-making has a process. • Our choices have consequences. 	<ul style="list-style-type: none"> • Successful inventions must serve a purpose to humans in order to be marketed. • Inventions may have unexpected outcomes. • Scientists have invented different instruments, mechanisms & types of technology. 	<ul style="list-style-type: none"> • Governments are established to organize a body of land and its people. • Governments establish laws for various purposes. • Citizens have a responsibility to take part in government. 	<ul style="list-style-type: none"> • Humans need to use resources in a responsible way. • There is a cause/effect relationship related to limited resources. • Water can be found in different forms (solid, liquid, gas).
Subject focus	English Language Arts, Science	English Language Arts, Social Studies, Physical Education, Art, Music, Library	English Language Arts, Social Studies, Science, Art, Chinese, Music, Library	English Language Arts, Science	English Language Arts, Mathematics, Social Studies, Physical Education, Art, Chinese, Music, Library	English Language Arts, Social Studies, Science, Physical Education, Art, Chinese, Music, Library
Key concepts	Form, Causation, Reflection	Causation, Connection, Perspective	Function, Causation, Perspective	Function, Causation, Connection	Form, Function, Responsibility	Causation, Responsibility
Related concepts	Adaptation, food-webs, ecosystems, organisms, life-spans, tolerance Library; intellectual freedom, censorship	Social Studies: Movement, exploration, westward expansion, migration, immigration, conflict/cooperation			Students will explore different forms of government throughout the world.	

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet	
<p>Music: Rhythmic patterns, quarter notes and eighth notes</p> <p>Adaptation, food-webs, ecosystems, tolerance</p> <p>food-webs, ecosystems, life-spans, tolerance</p>	<p>ELA: Cause & effect, change, conflict/cooperation, motivation</p> <p>migration, exploration, geographical impact, borders</p>			<p>English Language Arts - Texts structure, note taking, essays, graphic organizers, and presentations.</p> <p>Social Studies - Governments (local and international).</p> <p>Students will explore different forms of government throughout the world.</p> <p>English Language Arts - Texts structure, note taking, essays, graphic organizers, presentations and persuasive/opinion writing.</p> <p>Social Studies - Governments (local and international).</p> <p>Students will explore different forms of government throughout the world.</p> <p>English Language Arts - Texts structure, note taking, essays, graphic organizers, and presentations.</p> <p>Social Studies - Governments (local and international).</p>		
Learning experiences	<p>Learner Profile Items: Inquirers, Reflective</p> <p>Attitudes: Curiosity, Empathy, Respect</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p>	<p>Learner Profile Items: Inquirers, Communicators, Reflective</p> <p>Attitudes: Confidence, Curiosity, Respect</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data,</p>	<p>Learner Profile Items: Open-minded, Reflective</p> <p>Attitudes: Confidence, Enthusiasm, Independence</p> <p>Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p>	<p>Learner Profile Items: Inquirers, Open-minded</p> <p>Attitudes: Creativity, Curiosity</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p>	<p>Learner Profile Items: Knowledgeable, Balanced</p> <p>Attitudes: Commitment, Cooperation, Respect</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p>	<p>Learner Profile Items: Knowledgeable, Thinkers</p> <p>Attitudes: Cooperating, Respect</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p>

Who we are

Where we are in place and time

How we express ourselves

How the world works

How we organize ourselves

Sharing the planet

Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition
Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Interpreting Data, Presenting Research
Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition

Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles

Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition
Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles

Grade 5

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	Cultures change as motivations of a population evolve.	Revolutions are the result of differing motivations, and may result in altered systems.	Creative inspiration guides our understanding of the universe.	A system's connections with energy cause complex effects.	The way societies organize themselves depends on the physical environment and shared beliefs.	People have a responsibility to share or protect the Earth's resources, and consider their communal impact on future generations.
Lines of inquiry	<ul style="list-style-type: none"> Human migration leads to innovation. Change is universal. The past influences the future. 	<ul style="list-style-type: none"> Revolutions are caused by a variety of reasons. The outcome of a revolution has an impact all, not those just involved. Individuals take a stance and become involved in revolutions. 	<ul style="list-style-type: none"> Our Earth is part of a larger system and is made up of smaller systems. The arts help humans learn and reflect on the natural world around them. The arts play an important role in shaping and reflecting on social/political events as well as the natural world around us. 	<ul style="list-style-type: none"> A system optimizes the individual parts for success. Systems get energy from their environment. Energy moves through systems. 	<ul style="list-style-type: none"> Each country's society is unique. Countries have shared beliefs and history that connects it's people. Each country is interconnected with surrounding countries. 	
Subject focus	English Language Arts, Social Studies, Science	English Language Arts, Mathematics, Social Studies, Science, Physical Education, Art, Chinese, Music, Library	English Language Arts, Mathematics, Social Studies, Science, Physical Education, Art, Chinese, Music, Library	English Language Arts, Mathematics, Social Studies, Science	English Language Arts, Mathematics, Social Studies, Science, Physical Education, Art, Chinese, Music, Library	English Language Arts, Mathematics, Social Studies, Science, Physical Education, Art, Chinese, Music, Library
Key concepts	Causation, Change, Connection	Causation, Perspective, Reflection	Form, Connection, Perspective	Function, Causation, Connection	Change, Connection	
Related concepts	Library; intellectual freedom, censorship	Beliefs & values, cause & effect, change, cooperation, character, motivation, order,	The related concept of ELA will focus on the focus on the organizational form or	ELA: Students will inquire into improving their sentence structure. Students will be		

Who we are

Music: Rhythmic patterns, quarter notes and eighth notes

We will integrate all subjects so students are able to write and speak about subject focus knowledgeably.

Geography, culture, communication, government, inventions, migration, behavior

Where we are in place and time

point of view, perception, time and systems.

Civilizations, culture, diversity

Perspective will be used to identify points of view in writing, literature, mathematics, choice, and across other subjects. Students will be able to understand that understanding perspective assist in comprehension in reading, and can influence an author's style. As students research into historical events they will be able to identify how perspectives may be individual, group based, or cultural.

Music: Perspective influences an artist's choice in sound, rhythm, notes, and delivery

Art: Art displays different interpretations and perspectives

P.E: Choice in sport is related to perspective

Social Studies: Students will be able to analyze events leading up to Revolutionary War. Students will critique two opposite sides and how

Mathematics: Different interpretations in mathematics EX. Students can analyze, and interpret ways in which people solve math problems

How we express ourselves

Folktales, and how societies throughout history have used Folktales to pass down oral history.

How the world works

able to analyze purpose for punctuation. Students will analyze various authors' use of detail EX. word choice and sensory detail

Mathematics: Algorithms in mathematics

Science: Algorithms in science

Social Studies: Students will inquire into communication within a group and how to collaborate.

ELA: Students will various texts to identify character motivations and author's style to improve their own writing. Students will be able to provide feedback during peer to peer conferencing

Mathematics: Input and output in algebraic expressions/patterns in math

Science: Causes for change in nature

Social Studies: Teacher will use various texts to assist students in identifying causal relationships within events past and present EX. historical accounts and/or events

ELA: Students will use making connections as a comprehension strategy in reading and in their own writing

Mathematics: Real World Connections in Mathematics

Sharing the planet

Who we are**Where we are in place and time****How we express ourselves****How the world works****How we organize ourselves****Sharing the planet**

ELA: Students will read various texts and teacher will read various excerpts and text to identify different perspectives, author's style, and author's choice

Students will understand that reflection is an integral part of our daily lives. Student will be able to reflect on what they have read, written, and problems they have solved. For example, students will reflect on their different learning experiences through research, experiences in their specialist classes, and students will be make connections on how what they are doing in Music, Art, and PE ties into their learning in the classroom. Students can reflect in their journals or electronic notebooks. Teacher will be able to use shared discussions on reflection to establish an understanding of how reflection is part of our action process.

ELA: Reflect on author's style and purpose as you read

Math: Solve problems using different algorithms and reflect on how certain algorithms are more effective or efficient and why

Social Studies: Reflect on historical accounts (reflect on new vocabulary) EX. revolution, independence,

Science: Changes and connections within a system. EX. Students can explain connections with an ecosystem or digestive system

Social Studies: Students will be able to consider how people are connected and how our actions may impact others

Who we are

Where we are in place and time

How we express ourselves

How the world works

How we organize ourselves

Sharing the planet

perspectives, and development

Learning experiences

Learner Profile Items:

Inquirers, Open-minded
Attitudes: Cooperation, Curiosity

Research Skills:

Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research

Self-management Skills:

Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices
Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Metacognition

Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making

Communication Skills:

Listening, Speaking, Reading, Writing, Viewing, Presenting

Learner Profile Items:

Inquirers, Knowledgeable, Thinkers, Communicators
Attitudes: Commitment, Curiosity, Empathy, Respect, Tolerance

Research Skills:

Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research

Self-management Skills:

Organization, Time Management, Codes of Behaviour

Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition

Social Skills: Accepting Responsibility, Respecting others

Communication Skills:

Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Learner Profile Items:

Knowledgeable, Thinkers, Communicators, Open-minded, Caring

Attitudes: Appreciation, Creativity, Enthusiasm, Respect, Tolerance

Self-management Skills:

Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices

Thinking Skills: Acquisition of knowledge,

Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition

Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles

Communication Skills:

Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Learner Profile Items:

Inquirers, Thinkers, Communicators, Caring, Balanced, Reflective

Attitudes: Appreciation, Commitment, Cooperation, Curiosity, Empathy

Research Skills:

Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research

Thinking Skills: Acquisition of knowledge,

Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition

Social Skills: Accepting Responsibility, Respecting others

Communication Skills:

Listening, Speaking, Reading, Writing, Viewing, Presenting

Learner Profile Items:

Knowledgeable, Communicators

Attitudes: Independence, Tolerance

Research Skills:

Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research

Self-management Skills:

Organization, Time Management, Informed Choices

Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Metacognition

Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles

Communication Skills:

Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Learner Profile Items:

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers (Courageous), Balanced, Reflective

Attitudes: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, Tolerance

Research Skills:

Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research

Self-management Skills:

Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices

Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition

Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles

Communication Skills:

Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting