

Age	An Inquiry into Who We Are	An Inquiry into Where We Are in Place and Time	An Inquiry into How We Express Ourselves	An Inquiry into How The World Works	An Inquiry into How We Organize Ourselves	An Inquiry into Sharing the Planet
<p>10-11</p> <p>5</p>	<p>Central idea:</p> <p>People search for meaning through their spiritual values</p> <p>Key Concepts: Form, Function, Perspective</p> <p>Related Concepts: Similarities and differences, beliefs, patterns, opinion</p> <p>Learner profile: Open-minded, Balanced, Reflective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Our personal beliefs and values. *Values and beliefs of the major faiths of the world. *The impact of religion and spiritual traditions on society 	<p>Central Idea:</p> <p>The movement of people between countries exists due to circumstances and challenges.</p> <p>Key Concepts: change, causation, connection</p> <p>Related Concepts: migration, consequences, diversity</p> <p>Learner Profile: Knowledgeable, Communicators, Caring</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The reasons why people immigrate. *Immigration throughout history. *The effects of immigration on societies. 	<p>Central Idea:</p> <p>We express ourselves by communicating and interacting with each other through the use non-verbal language.</p> <p>Key Concepts: Function, Connection, Perspective</p> <p>Related Concepts: communication, systems, subjectivity</p> <p>Learner Profile: Thinkers, Communicators, Risk- takers</p> <p>Lines of Inquiry :</p> <ul style="list-style-type: none"> *The function of nonverbal language in society. *The way in which culture influences the interpretation of nonverbal messages. *The use of nonverbal techniques in advertisement as a way to influence people's choices. 	<p>Idée maîtresse :</p> <p>Les catastrophes naturelles ont un impact sur la société et l'environnement.</p> <p>Concepts clés : Relation, Causalité, Responsabilité</p> <p>Concepts connexes : climat, conséquences, innovation</p> <p>Profil de l'apprenant : Chercheurs, Communicatifs, Informés</p> <p>Pistes de recherches :</p> <ul style="list-style-type: none"> *Les divers phénomènes météorologiques autour du monde et leurs causes. *Les conséquences économiques, physiques et psychologiques de ces cataclysmes. *Les technologies développées pour comprendre et prévoir ces phénomènes. 	<p>Central idea:</p> <p>Industrialization affects the development and organization of many countries.</p> <p>Key Concepts: Causation, Change, Perspective</p> <p>Related Concepts: innovation, consequences, impact</p> <p>Learner Profile: Principled, Reflective, Communicators</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The industrialization period. *The way in which society is affected by industrialization. *The development of countries as a result of industrialization 	<p>Central idea:</p> <p>Oceans' ecosystems are challenged by human activities.</p> <p>Key Concepts: Function, Causation, Responsibility</p> <p>Related Concepts: ecosystems, consequences, rights and responsibilities</p> <p>Learner Profile: Inquirers, Knowledgeable, Communicators</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The elements and functions of the marine ecosystems *The consequences of pollution and over-exploitation of this resource. *The rights and responsibilities of human being with respect to marine life

Age	An Inquiry into Who We Are 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 Where We Are in Place and Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An Inquiry into How We Express Ourselves 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 How The World Works 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 How We Organize Ourselves 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 Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution
<p>9-10</p> <p>4</p>	<p>Central idea:</p> <p>Human’s physical and mental health development is determined by life habits and the environment.</p> <p>Key Concepts : Function, Connection, Responsibility</p> <p>Related concepts : Wellness, health, nutrition, exercise, balance</p> <p>Learner Profile: Open-minded, Caring, Balanced</p> <p>Lines of inquiry :</p> <ul style="list-style-type: none"> *The function of the human body. *How daily choices play a role in the maintenance of a healthy lifestyle. *The relationship between physical and mental health. 	<p>Idée maîtresse :</p> <p>Les explorations et découvertes apportent des changements qui nous aident à comprendre où nous nous situons dans l'espace et le temps.</p> <p>Concepts clés : Causalité, Changement, Relation</p> <p>Concepts connexes : Exploration, adaptation, conséquences</p> <p>Profil de l'apprenant : Audacieux, intègres, Communicatifs</p> <p>Pistes de recherche :</p> <ul style="list-style-type: none"> *Les motivations qui conduisent les êtres humains à explorer. *Les parcours et défis des explorateurs. *Les changements et découvertes apportés par l'exploration. 	<p>Central idea:</p> <p>Artists creatively use drawings to express messages and values.</p> <p>Key Concepts: Form, Change, Perspective</p> <p>Related concepts : structure, evolution, communication</p> <p>Learner Profile: Knowledgeable, Thinkers, Open-minded</p> <p>Lines of Inquiry :</p> <ul style="list-style-type: none"> *The elements involved in a comic strip. *How cartoonists use their creativity to express ideas through an alternate media. *The evolution of comic strips around the world. 	<p>Idée maîtresse :</p> <p>Les roches et les minéraux sont des ressources épuisables qui contribuent au développement de la société et la technologie.</p> <p>Concepts clés: Forme, Fonction, Changement</p> <p>Concepts connexes: Propriétés, similarités et différences, transformation</p> <p>Profil de l'apprenant : Chercheurs, Sensés, Communicatifs</p> <p>Pistes de recherche:</p> <ul style="list-style-type: none"> *Les caractéristiques des roches et minéraux. *Les diverses utilisations des roches et minéraux. *Les changements subis par la croûte terrestre. 	<p>Central idea:</p> <p>All societies use a variety of measurement systems to organize themselves.</p> <p>Key Concepts: Function, Change, Connection</p> <p>Related Concepts: systems, evolution</p> <p>Learner Profile: Knowledgeable, Inquirers, Communicators</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The function of measurement systems *The connection between the measurement systems and its tools *The comparison of different measurement systems around the world 	<p>Central idea:</p> <p>Community choices of waste management determine the impact on the environment</p> <p>Key Concepts: Responsibility, Form and Causation</p> <p>Related Concepts: Initiative, impact, consequences</p> <p>Learner Profile: Communicators, Reflective, Knowledgeable</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Different ways for waste disposal. *Consequences of waste and disposal processes on the environment. *Our responsibility towards waste management.

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

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

