

## GESM – International Section 2017/18 Programme of Inquiry (POI)

### Kindergarten

Timetable	2 Nov23 – Feb 5	And Time 3 Feb 8 – Apr 29			1 Sept28 – Nov 20	4 May2 – June 24
Trans-disciplinary Theme	Who We Are	Where We Are In Place	How We Express Ourselves	How The World Works	How We Organise Ourselves	Sharing The Planet
Definition	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; right 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 civilizations, 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.
Subject Focus	Science/Language	Science/Social Studies			Social Studies/PSE	Science/Maths
Central Idea	We use our senses to understand the things around us.	We all live in happy homes that influence the way we live.			We make friends and work together to establish relationships.	Our everyday lives depend on plants for nourishment and healthy living.
Lines of Inquiry (followed by key concept)	<ul style="list-style-type: none"> <li>◆ Our five senses (form)</li> <li>◆ Using our senses to learn (function)</li> <li>◆ Taking care of our five sensory organs (responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Parts of a home (form)</li> <li>◆ Different kinds of homes (change)</li> <li>◆ Safety in our homes (function)</li> </ul>			<ul style="list-style-type: none"> <li>◆ Our friends in school and in the community (function)</li> <li>◆ Similarities and differences among friends (connection)</li> <li>◆ Words and actions to do to make lasting friendships (perspective)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Characteristics of plants (form)</li> <li>◆ Uses of plants (function)</li> <li>◆ Caring for plants (reflection)</li> </ul>
Related Concepts	diversity, differences, similarities, self – concept	Properties, features			Similarities and differences, consequences and choices	Properties, features
Trans-disciplinary skills	Social, Communication Self – management	Thinking Research			Social Self – management	Thinking, Social, Research
Learner Profile	Thinker Inquirer	Inquirer Open – minded Thinker			Communicator Reflective Thinker	Open-Minded / Caring
Attitudes	Respect /Tolerance, Curiosity	Independence Respect Tolerance			Cooperation Integrity Empathy	Appreciation , Commitment, Empathy

## GESM – International Section 2017/18 Programme of Inquiry (POI)

### Pre-Primary

Timetable	UNIT 1 Sep 4 – Oct 13	UNIT 5 Apr 9 – May 18	UNIT 3 Dec 4 – Feb 2	UNIT 6 May 21 – Jun 22	UNIT 2 Oct 23 – Dec 1	UNIT 4 Feb 5 – Mar 23
Trans-disciplinary Theme	Who We Are	Where We Are In Place And Time	How We Express Ourselves	How The World Works	How We Organise Ourselves	Sharing The Planet
Definition	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; right 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 civilizations, 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.
Subject Focus	PSPE/Social Studies	Social Studies/Mathematics	Social Studies/The Arts	Science/Mathematics	PSPE/Social Studies	Science/Language
Central Idea	<b>Families are an important foundation in our lives.</b>	<b>Our behavior and actions can promote well-being and safety.</b>	<b>People around the world celebrate special events that allow us to take part in their culture.</b>	<b>Matter exists in a variety of forms and interacts in a variety of ways.</b>	<b>School communities work effectively when roles are shared with all members.</b>	<b>Natural resources can meet needs or wants.</b>
Lines of Inquiry (followed by key concept)	<ul style="list-style-type: none"> <li>◆ Characteristics of family members (form)</li> <li>◆ The roles and responsibilities of every member in a family (function)</li> <li>◆ How family environment impacts who we become (causation)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Identifying safety hazards in different environments (form)</li> <li>◆ Universal tools, signs and people that keep us and others safe (function)</li> <li>◆ Safety procedures and protocols used around the world (causation)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Different celebrations around the world (form)</li> <li>◆ The reasons why people celebrate (perspective)</li> <li>◆ How I can participate in different celebrations (reflection)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Physical properties of common materials (form)</li> <li>◆ States of matter (form/function)</li> <li>◆ Changes in the properties of matter (change)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Who are part of the school community (form)</li> <li>◆ Important role of every member (function)</li> <li>◆ My role and responsibilities (responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Our needs and wants (connection)</li> <li>◆ The natural resources present in our environment (responsibility/form)</li> <li>◆ How people use natural resources</li> <li>◆ Responsible use of resources (reflection/causation)</li> </ul>
Related Concepts	responsibility, relationship, values, animals	Safety, consequences	beliefs, opinions	properties, transformation	initiative, roles	resources, distribution, impact
Trans-disciplinary skills	Thinking Skills Social Skills	Self Management Communication	Social Communication Research	Thinking Social Research	Social Skills Self Management	Thinking Research Social
Learner Profile	Caring Open Minded Balanced	Knowledgeable <i>Communicators</i>	Communicators Open Minded	Inquirers Thinkers Risk Takers	Caring Principled Reflective	Knowledgeable Inquirers Reflective
Attitudes	Commitment Integrity Empathy	Cooperation Independence	Appreciation Respect Tolerance	Curiosity Independence Creativity	Commitment Confidence Integrity	Curiosity Confidence Enthusiasm

## GESM – International Section 2017/18 Programme of Inquiry (POI)

### Grade 1

Timetable	<b>UNIT 6</b> May 21 – Jun 22	<b>UNIT 4</b> Feb 5 – Mar 23	<b>UNIT 5</b> Apr 9 – May 18	<b>UNIT 3</b> Dec 4 – Feb 2	<b>UNIT 2</b> Oct 23 – Dec 1	<b>UNIT 1</b> Sep 4 – Oct 13
Trans-disciplinary Theme	<b>Who We Are</b>	<b>Where We Are In Place And Time</b>	<b>How We Express Ourselves</b>	<b>How The World Works</b>	<b>How We Organise Ourselves</b>	<b>Sharing The Planet</b>
Definition	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; right 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 civilizations, 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.
Subject Focus	<b>Social Studies</b>	<b>Science/Social Studies</b>	<b>Language/Art</b>	<b>Science</b>	<b>Social Studies</b>	<b>Social Studies</b>
Central Idea	<b>Evidence and artefacts provide an insight into people's beliefs, identity and history.</b>	<b>Natural processes shape and reshape the earth's surface.</b>	<b>Sound can help us understand and express our world.</b>	<b>People use their understanding of the behavior or light in their daily life.</b>	<b>A community has many systems operating to support the people living in it.</b>	<b>We share our local environment with other living creatures.</b>
Lines of Inquiry (followed by key concept)	<ul style="list-style-type: none"> <li>what evidence can tell us about our past (function)</li> <li>how evidence connects our beliefs (connection)</li> <li>how evidence connects our identity (connection)</li> </ul>	<ul style="list-style-type: none"> <li>different types of landforms (form)</li> <li>how landforms are made/shaped (causation)</li> <li>how the earth's surface has changed over time (change)</li> </ul>	<ul style="list-style-type: none"> <li>different sources of sound (form)</li> <li>how we express ourselves through sound (reflection)</li> <li>how we respond to sound (perspective)</li> </ul>	<ul style="list-style-type: none"> <li>sources of light (form)</li> <li>the way light behaves (function)</li> <li>how light affects our lives (connection)</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of the community we live in (form)</li> <li>Systems that operate within a community (function)</li> <li>Our responsibility towards our community (responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>Living creatures in our local environment (form)</li> <li>Characteristics and nature of different living creatures (connection)</li> <li>Caring for living creatures in our local environment (responsibility)</li> </ul>
Related Concepts	Identity and evidence, Values, traditions	Place, Diversity, Identity	Purpose, Interpretation, Imagination, Creativity	Scientific principles of light	Citizenship, Community, Change	Adaptations, Animals, Conservation, Habitat, Plants
Trans-disciplinary skills	Communication Research	Social Thinking	Communication Thinking	Research Thinking	Communication Social	Social, Self management, Thinking
Learner Profile	Communicators Reflective	Principled, Inquirer	Open-minded, Thinker Communicator, Risk-Taker	Principled, Inquirer Knowledgeable	Balanced, Principled Thinker	Caring, Reflective Empathy
Attitudes	Appreciation, Commitment, Respect	Curiosity, Respect	Creativity, Tolerance Enthusiasm, Independence	Appreciation, Curiosity	Integrity, Tolerance, Respect	Cooperation, Empathy Integrity

## GESM – International Section 2017/18 Programme of Inquiry (POI)

### Grade 2

Timetable	<b>UNIT 5</b> Apr 9 – May 18	<b>UNIT 4</b> Feb 5 – Mar 23	<b>UNIT 1</b> Sep 4 – Oct 13	<b>UNIT 2</b> Oct 23 – Dec 1	<b>UNIT 3</b> Dec 4 – Feb 2	<b>UNIT 6</b> May 21 – Jun 22
Trans-disciplinary Theme	<b>Who We Are</b>	<b>Where We Are In Place And Time</b>	<b>How We Express Ourselves</b>	<b>How The World Works</b>	<b>How We Organise Ourselves</b>	<b>Sharing The Planet</b>
Definition	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; right 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 civilizations, 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.
Subject Focus	<b>Language/ Social Studies</b>	<b>Social Studies</b>	<b>Language</b>	<b>Science</b>	<b>Social Studies/Science</b>	<b>Social Studies/Science</b>
Central Idea	<b>Our personal stories and characters can engage an audience and communicate feelings.</b>	<b>Communities are enriched by their members and the different perspectives they bring.</b>	<b>Signs and symbols were developed to help us communicate.</b>	<b>Living things change from the time of their birth to their death.</b>	<b>Natural disasters transform how a community functions.</b>	<b>Our personal choices can change the environment.</b>
Lines of Inquiry (followed by key concept)	<ul style="list-style-type: none"> <li>◆ How to construct an effective story(form)</li> <li>◆ How stories are created and shared (function)</li> <li>◆ Feelings and emotions that stories evoke (reflection/connection)</li> </ul>	<ul style="list-style-type: none"> <li>◆ What makes a community (form)</li> <li>◆ Our location in terms of both the local and global community (connection)</li> <li>◆ Personal stories of community members (perspective)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Distinguishing symbols of communication through different cultures (perspective)</li> <li>◆ The power of communication (causation)</li> <li>◆ The symbols of mathematical communication (form)</li> </ul>	<ul style="list-style-type: none"> <li>◆ The different stages living things go through (change)</li> <li>◆ The classification of animals (form)</li> <li>◆ The responsibility of humans towards living things (responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Effects of natural disasters on people and the environment (causation)</li> <li>◆ The natural disasters that threaten a community (connection)</li> <li>◆ Human response to natural disasters (responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>◆ How rubbish and pollution affect the environment (causation)</li> <li>◆ The different methods of recycling (form)</li> <li>◆ How we can help protect the environment (reflection)</li> <li>◆ What is renewable energy? (form)</li> </ul>
Related Concepts				Connection, change, relationships	disaster, natural phenomenon, severity, infrastructure, community	
Trans-disciplinary skills	Social Communication	Research Thinking	Communication	Research Thinking	Thinking	Social Self-management
Learner Profile	Thinker Reflective Communicator	Risk-takers Thinkers	Communicators Open-minded Balanced	Caring Inquirers	Inquirers Knowledgeable	Caring Principled Open-minded
Attitudes	Independence Empathy	Respect Confidence	Cooperation Creativity	Appreciation Curiosity	Enthusiasm Tolerance	Respect Commitment

## GESM – International Section 2017/18 Programme of Inquiry (POI)

### Grade 3

Timetable	UNIT 2 Oct 23 – Dec 1	UNIT 3 Dec 4 – Feb 2	UNIT 4 Feb 5 – Mar 23	UNIT 6 May 21 – Jun 22	UNIT 5 Apr 9 – May 18	UNIT 1 Sep 4 – Oct 13
Trans-disciplinary Theme	Who We Are	Where We Are In Place And Time	How We Express Ourselves	How The World Works	How We Organise Ourselves	Sharing The Planet
Definition	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; right 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 civilizations, 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.
Subject Focus	Social Studies	Social Studies	Social Studies	Science	Social Studies	Science
Central Idea	What we believe is a part of who we are.	Maps link people and places together to help us understand our world better.	People express ideals, hopes and values through our choice of heroes.	People apply their understanding of forces and energy to create practical applications.	People can fulfill market demand by setting up businesses.	Water is an essential resource that we must preserve to sustain forms of life.
Lines of Inquiry (followed by key concept)	<ul style="list-style-type: none"> <li>The diversity of religion around the world (form)</li> <li>How people respond to different beliefs (connection)</li> <li>The impact of ones' belief to self and others (change)</li> </ul>	<ul style="list-style-type: none"> <li>a variety of maps, their features and purposes (form)</li> <li>using maps to connect with the world around us (connection)</li> <li>how our understanding of maps has changed over time (change)</li> </ul>	<ul style="list-style-type: none"> <li>characteristics of heroes and why we value them (form)</li> <li>past and present heroes from around the world and their impact on society (causation)</li> <li>the difference between being famous and being a hero (reflection)</li> </ul>	<ul style="list-style-type: none"> <li>types of forces and how they can be applied (form)</li> <li>how simple machines function (function)</li> <li>the impact of machines on our world (causation)</li> </ul>	<ul style="list-style-type: none"> <li>the concept of consumer demand and markets (connection)</li> <li>how businesses are organized (form)</li> <li>how businesses fulfill market demand (causation)</li> </ul>	<ul style="list-style-type: none"> <li>water in our environment (responsibility)</li> <li>a world without water (connection)</li> <li>properties of water (form)</li> </ul>
Related Concepts	Diversity, beliefs	location, orientation	perception, values	Process, application, invention	Organisation, Systems, Decision Making	cycles, conservation
Trans-disciplinary skills	Research Thinking	Thinking Communication	Research Thinking	Research Thinking	Communication Social	Thinking Research
Learner Profile	Caring Open-minded	Thinkers Inquirer	Principled Reflective	Knowledgeable Risk-taker	Balanced Knowledgeable	Caring Inquirer
Attitudes	Respect Tolerance	Curiosity Independence	Appreciation Confidence	Cooperation Integrity	Creativity Empathy, Enthusiasm	Appreciation Commitment

## GESM – International Section 2017/18 Programme of Inquiry (POI)

### Grade 4

Timetable	UNIT 1 Sep 4 – Oct 13	UNIT 3 Dec 4 – Feb 2	UNIT 2 Oct 23 – Dec 1	UNIT 4 Feb 5 – Mar 23	UNIT 6 May 21 – Jun 22	UNIT 5 Apr 9 – May 18
Trans-disciplinary Theme	Who We Are	Where We Are In Place And Time	How We Express Ourselves	How The World Works	How We Organise Ourselves	Sharing The Planet
Definition	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; right 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 civilizations, 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.
Subject Focus	PSE	Social Studies	Social Studies/Lang	Science & Technology	Mathematics	Science
Central Idea	A healthy and balanced lifestyle requires people to make informed choices about their health and well-being.	Exploration leads to new discoveries and develops new understandings	Language is a way to express ideas and feelings, extend creativity, and appreciate beauty.	The Earth is surrounded by space and is part of a vast and complex universe.	Communities depend on global trade to produce and access goods and services.	Ecological balance can be affected in a variety of ways.
Lines of Inquiry (followed by key concept)	<ul style="list-style-type: none"> <li>how the choices we make affect our health and well-being (connection)</li> <li>what it means to have a balanced lifestyle (function)</li> <li>different sources of information that help us make informed decisions (responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>The developments in technology and tools that have aided exploration (change)</li> <li>How people move</li> <li>People renowned for exploration</li> <li>How exploration has shaped the modern world (change and causation)</li> </ul>	<ul style="list-style-type: none"> <li>Different forms of poetry or elements of poetry</li> <li>How poetry differs from other forms of writing</li> <li>Tools used in writing poetry</li> <li>Interpreting poems</li> </ul>	<ul style="list-style-type: none"> <li>What is our solar system (form)</li> <li>The composition of the Earth (form)</li> <li>Movements of the earth, moon, and stars (function, connection)</li> </ul>	<ul style="list-style-type: none"> <li>The global movement of goods and services (connection)</li> <li>Identify the characteristics of developed and developing countries (causation)</li> <li>Influence of fair trade on global economies (responsibility/reflection)</li> </ul>	<ul style="list-style-type: none"> <li>Ecosystems need each other to survive (connection/change)</li> <li>Ways in which organisms are connected to each other (connection)</li> <li>How human interaction with the environment can affect the balance of systems (reflection/responsibility)</li> </ul>
Related Concepts	System, interdependence, impact	Migration, population, Personal history	Interpretation, tools	Systems of the universe	organization, enterprise, strategies	Environment, biodiversity, change
Trans-disciplinary skills	Self-management Communication Thinking	Self management Thinking Research	Communication Social Research	Research Communication	Research. Communication Social	Thinking Research
Learner Profile	Balanced Thinker and Reflective	Risk-takers Inquirers Open Minded	Inquirer, Communicator Knowledgeable	Knowledgeable Thinkers	Knowledgeable Communicator, Principled	Caring Reflective
Attitudes	Respect, Independence Tolerance, Enthusiasm	Curiosity Empathy, Independence	Creativity, Confidence,	Curiosity Appreciation	Integrity, Cooperation Commitment, Respect	Integrity, Appreciation Respect



## GESM – International Section 2017/18 Programme of Inquiry (POI)

### Grade 5

Timetable	<b>UNIT 1</b> Aug 29 – Oct 5	<b>UNIT 2</b> Oct 9 – Nov 24	<b>UNIT 3</b> Nov 27 – January 6	<b>UNIT 4</b> Mar 12 – May 4	<b>UNIT 5</b> Jan 29 – Mar 9	<b>UNIT 6</b> May 7 – June 22
Trans-disciplinary Theme	<b>Who We Are</b>	<b>Sharing the Planet</b>	<b>How We Express Ourselves</b>	<b>How The World Works</b>	<b>How We Organise Ourselves</b>	<b>Where We Are In Place And Time</b>
Definition	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; right and responsibilities; what it means to be human.	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.	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 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.
Subject Focus	<b>PSE/Social Studies</b>	<b>Social Studies</b>	<b>Social Studies/PSE</b>	<b>Science &amp; Technology/ Mathematics</b>	<b>Social Studies</b>	
Central Idea	<b>The effective interactions between body systems contribute to health and survival.</b>	<b>People worldwide encounter a range of challenges, risks, and opportunities.</b>	<b>Media is a tool that influences people's decision-making and communication.</b>	<b>Understanding of scientific knowledge is constantly evolving and has an impact on humankind.</b>	<b>Humans have a social responsibility to protect the rights of children.</b>	<b>EXHIBITION</b>
Lines of Inquiry (followed by key concept)	<ul style="list-style-type: none"> <li>◆ various systems within the human body (form)</li> <li>◆ the interconnectedness of our body systems (connection)</li> <li>◆ relationship between lifestyle choices and health (reflection)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Challenges and risks that communities encounter (causation)</li> <li>◆ how challenges and risks and provide opportunities (connection)</li> <li>◆ individuals who have influenced their community (perspective)</li> </ul>	<ul style="list-style-type: none"> <li>◆ different forms of media (change)</li> <li>◆ the influence of media on society and/or individuals (perspective)</li> <li>◆ responsible consumption and use of media (responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>◆ how the scientific method guides our exploration of the world (function)</li> <li>◆ how scientists learn from the process and outcome of experiments (connection)</li> <li>◆ impact of scientific investigations on humanity (reflection)</li> </ul>	<ul style="list-style-type: none"> <li>◆ the rights of a child (form)</li> <li>◆ how expectations of children vary according to culture and economic situations</li> <li>◆ responsibility of communities in protecting the rights of a child (responsibility)</li> </ul>	
Related Concepts	Systems & Relationship	Community, Consequences, Choice, Ownership	Subjectivity, Values, Responsibility	Ingenuity, Progress, Ethics, Sustainability	Equality, Citizenship, Governance, Law, Politics	
Trans-disciplinary skills	Research, Communication Social	Research, Social, Thinking	Social, Self-Management Communication	Thinking, Self-Management Research skills	Communication, Research Social Skills	
Learner Profile	Balanced, Reflective Inquirer	Risk-Taker, Knowledgeable, Thinker	Caring, Open-minded Communicator	Risk Taker, Inquirer Thinker	Knowledgeable, Open-minded, Principled	
Attitudes	Cooperation, Enthusiasm Creativity	Empathy,	Respect, Creativity Confidence	Appreciation Commitment, Curiosity	Tolerance, empathy, integrity	

