

A-JIS Programme of Inquiry (Year A)

Age	Who we are <i>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.</i>	Where we are in place and time <i>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.</i>	How we express ourselves <i>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.</i>	How the world works <i>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.</i>	How we organize ourselves <i>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.</i>	Sharing the planet <i>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.</i>
K3 & K4	<p>An inquiry into the nature of human relationships including families.</p> <p>Related concepts: Relationships</p> <p>Central idea Family relationships contribute to shaping one's identity</p> <p>Key concepts: Responsibility Connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Diversity of families Families relate and interact with one another Responsibilities within the family <p>Transdisciplinary skills: Thinking skills Communication skills</p> <p>Learner Profile: Inquirer Communicator Balanced</p> <p>Attitudes: Commitment</p>	<p>N/A <i>(The requirement for students who are 3-5 years is at least four units, two of which must be under "Who we are" and "How we express ourselves".)</i></p>	<p>An inquiry into the ways in which we discover and express ideas, feelings and values</p> <p>Related concepts: Culture, beliefs</p> <p>Central idea Celebrations and traditions are expressions of shared beliefs and values</p> <p>Key concepts: Connection, Perspective</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Why people celebrate Every culture recognises its own celebrations Cultural stories, drama and music can be used to share traditions <p>Transdisciplinary skills: Thinking skills</p> <p>Learner Profile: Communicator Open-minded</p> <p>Attitudes: Appreciation Respect Curiosity</p>	<p>N/A <i>(The requirement for students who are 3-5 years is at least four units, two of which must be under "Who we are" and "How we express ourselves".)</i></p>	<p>An inquiry into the interconnectedness of human-made systems and communities.</p> <p>Related concepts: System</p> <p>Central idea A community is made up of people and places.</p> <p>Key concepts: Form Function Connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Workplaces have different functions in a community People play different roles in the community There are specific items in the workplace to help it to function effectively <p>Transdisciplinary skills: Research skills</p> <p>Learner Profile: Inquirer Caring Principled</p>	<p>An inquiry into our responsibilities with living things.</p> <p>Related concepts: Survival</p> <p>Central idea Plants and animals have specific needs in order to survive</p> <p>Key concepts: Causation Responsibility Change</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The conditions plants and animals need to survive Our responsibilities towards the survival of plants and animals How plants and animals adapt to live in particular environments <p>Transdisciplinary skills: Research skills Self management skills</p> <p>Learner Profile: Knowledgeable Reflective Thinker</p> <p>Attitudes:</p>

					Attitudes: Cooperation Commitment Respect	Appreciation Independence Empathy
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K5 & Grade 1	<p>An inquiry into the nature of self.</p> <p>Related concepts: Interpretation</p> <p>Central idea We can interpret our environment through our senses.</p> <p>Key concepts: Connection Perspective</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How we use our senses How our senses inform our choices Different perspectives <p>Transdisciplinary skills: Communication skills</p> <p>Learner Profile: Communicator Open-minded</p> <p>Attitudes: Appreciation Curiosity Creativity</p>	<p>An inquiry into the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Related concepts: Perspective</p> <p>Central idea Different perspectives over time may influence change.</p> <p>Key concepts: Change Causation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How different perspectives change over time Causes of different perspectives over time How different perspectives are connected to the changes in our lives <p>Transdisciplinary skills: Communication skills</p> <p>Learner Profile: Open-minded Inquirer</p> <p>Attitudes: Confidence Tolerance</p>	<p>An inquiry into the ways in which we express ideas and reflect on our creativity.</p> <p>Related concepts: Expression</p> <p>Central idea Feelings can be expressed in many ways.</p> <p>Key concepts: Change Perspective</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Our modes of communication Feelings that colours can convey How we respond to different colours <p>Transdisciplinary skills: Communication skills Thinking skills</p> <p>Learner Profile: Communicator Risk-taker</p> <p>Attitudes: Empathy Creativity</p>	<p>An inquiry into how humans use their understanding of scientific principles, the impact of scientific and technological advances on society and the environment.</p> <p>Related concepts: Impact</p> <p>Central idea Light comes from different sources and is used in different ways.</p> <p>Key concepts: Form Function</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different sources of light What light can do and the way we use it How we respond to light <p>Transdisciplinary skills: Research skills Thinking Skills</p> <p>Learner Profile: Knowledgeable Thinker</p> <p>Attitudes: Creativity Curiosity</p>	<p>An inquiry into the interconnectedness of human made systems.</p> <p>Related concepts: Systems</p> <p>Central idea People create and use different types of systems to help regulate their lives.</p> <p>Key concepts: Form Function</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The kinds of systems we use. How different parts of a system work together Systems that we use to organise ourselves <p>Transdisciplinary skills: Research skills Thinking skills</p> <p>Learner Profile: Communicator Thinker</p> <p>Attitudes: Cooperation Independence</p>	<p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things.</p> <p>Related concepts: Choices</p> <p>Central idea The choices we make affect our environment.</p> <p>Key concepts: Causation Responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> What people consider as rubbish The steps we can take to reduce, reuse, recycle The impacts that our choices can have upon our environment <p>Transdisciplinary skills: Self-management skills Social skills</p> <p>Learner Profile: Reflective Principled</p> <p>Attitudes: Respect Commitment</p>

A-JIS Programme of Inquiry (Year B)

Age	Who we are <i>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.</i>	Where we are in place and time <i>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.</i>	How we express ourselves <i>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.</i>	How the world works <i>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.</i>	How we organize ourselves <i>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.</i>	Sharing the planet <i>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.</i>
K3 & K4	<p>An inquiry into the nature of self, human relationships including friends and family.</p> <p>Related concepts: Identity</p> <p>Central idea We can learn about ourselves and others through reflecting on who we are and what we can do.</p> <p>Key concepts: Form Reflection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Me and my physical characteristics What I am able to do Recognising similarities and differences between myself and others <p>Transdisciplinary skills: Thinking skills Research skills</p> <p>Learner Profile: Inquirer Open-minded</p> <p>Attitudes: Respect Tolerance</p>	<p>N/A <i>(The requirement for students who are 3-5 years is at least four units, two of which must be under "Who we are" and "How we express ourselves".)</i></p>	<p>An inquiry into the ways in which we discover and express ideas, feelings, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity.</p> <p>Related concepts: Communication and Creativity</p> <p>Central idea Stories can be told in many ways.</p> <p>Key concepts: Perspective Causation Function</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different ways of telling stories How different ways of telling stories work How different ways of telling a story make us feel <p>Transdisciplinary skills: Communication skills</p> <p>Learner Profile: Thinker Communicator</p> <p>Attitudes: Appreciation Creativity</p>	<p>An inquiry into the natural world, the interaction between the natural world.</p> <p>Related concepts: Sequences and Cycles</p> <p>Central idea Weather and seasons affect us in different ways</p> <p>Key concepts: Change Connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different weather and seasons Changes in the weather and the seasons How the weather and the seasons affect people <p>Transdisciplinary skills: Research skills</p> <p>Learner Profile: Inquirer Knowledgeable</p> <p>Attitudes: Appreciation Enthusiasm Curiosity</p>	<p>N/A <i>(The requirement for students who are 3-5 years is at least four units, two of which must be under "Who we are" and "How we express ourselves".)</i></p>	<p>An inquiry into rights and responsibilities in the struggle to share finite resources with other living things.</p> <p>Related concepts: Behaviour</p> <p>Central idea Animals make and live in different homes.</p> <p>Key concepts: Function Reflection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different types of homes for animals Materials used to make these homes Why there are different types of homes for animals <p>Transdisciplinary skills: Thinking skills Research skills</p> <p>Learner Profile: Caring Principled Open-minded</p> <p>Attitudes: Empathy Independence</p>

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K5 & Grade 1	<p>An inquiry into human relationships including cultures.</p> <p>Related concepts: Diversity and Traditions</p> <p>Central idea People around the world live in similar and different ways.</p> <p>Key concepts: Connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Places in the world people live Things people do in different parts of the world How the things that we do and the places where we live are the same and different to other people <p>Transdisciplinary skills: Research skills Social skills</p> <p>Learner Profile: Inquirer Open-minded</p> <p>Attitudes: Respect</p>	<p>An inquiry into the orientation in place and time; migrations of humankind.</p> <p>Related concepts: Adaptation</p> <p>Central idea People migrate for different reasons.</p> <p>Key concepts: Form Causation Change</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Urban and rural communities The reasons people move How where we live can change overtime <p>Transdisciplinary skills: Self-management skills Thinking skills</p> <p>Learner Profile: Open-minded</p> <p>Attitudes: Confidence</p>	<p>An inquiry into the ways we express and enjoy our creativity.</p> <p>Related concepts: Communication and Impact</p> <p>Central idea Rhythmic sounds can be used to communicate.</p> <p>Key concepts: Causation Perspective</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How sound is made How we can make rhythm How emotions can be communicated through rhythmic sounds <p>Transdisciplinary skills: Communication skills Self-management skills</p> <p>Learner Profile: Communicator Balanced</p> <p>Attitudes: Cooperation Confidence</p>	<p>An inquiry into how humans use their understanding of scientific principles.</p> <p>Related concepts: Transformation</p> <p>Central idea Solids, liquids and gases can be manipulated and changed for different purposes.</p> <p>Key concepts: Change Form</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> 3 states of matter How the states change What benefits these changes can have <p>Transdisciplinary skills: Research skills Self-management skills</p> <p>Learner Profile: Principled Risk-taker</p> <p>Attitudes: Curiosity</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; societal decision-making.</p> <p>Related concepts: Systems</p> <p>Central idea Time can be measured and affects the choices we make.</p> <p>Key concepts: Function Causation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How we measure time based on the sun The importance of measuring time How we organise ourselves based on time <p>Transdisciplinary skills Thinking skills Research skills Self-management skills</p> <p>Learner Profile: Thinker Balanced</p> <p>Attitudes: Curiosity Independence</p>	<p>An inquiry into peace and conflict resolution.</p> <p>Related concepts: Responsibility and Behaviour</p> <p>Central idea Responsible actions may contribute to conflict resolution.</p> <p>Key concepts: Causation Reflection</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Causes of conflict Strategies used to resolve conflict Consequences of our actions <p>Transdisciplinary skills Social skills Self-management skills</p> <p>Learner Profile: Principled Reflective</p> <p>Attitudes: Respect</p>