

Cedar International School – Programme of Inquiry 2008-2010

Grade	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
Lower Kindergarten	<p>Me, Myself and I (1, AY)</p> <p><i>There are many ways we are unique and many ways we are like others.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Who I am • What I am like • What I can do • What makes me special <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Connection • Change • Reflection 	<p>No unit studied at this grade level.</p>	<p>No unit studied at this grade level.</p>	<p>Light and Dark (3)</p> <p><i>Through the exposure of light, we can see objects, shadows and colours.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Light versus darkness • Sources of light • Shadows and change • Reflecting and blocking light <p>Key concepts:</p> <ul style="list-style-type: none"> • Function • Causation • Connection 	<p>Our School (2, AY)</p> <p><i>Schools are organised to help us to learn and live together.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The school's physical environment • How the school is organised • The people who work and learn at our school <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Connection • Responsibility 	<p>The Farm (4)</p> <p><i>Humans have domesticated plants and animals to meet our needs.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • the differences between plants and animals • the types of plants and animals found on a farm • how farms meet basic human needs • how a farm works <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Connection • Responsibility

<p style="text-align: center;">Upper Kindergarten</p>	<p>Our Caring Classroom (AY)</p> <p><i>People work together to build and maintain caring communities.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Making and keeping friends • Resolving conflicts to maintain a caring classroom community • Interactions that contribute to a caring classroom community <p>Key concepts:</p> <ul style="list-style-type: none"> • Function • Connection • Responsibility 	<p style="text-align: center;">No unit studied at this grade level.</p>	<p>Rhythm and Rhyme (AY)</p> <p><i>We can use songs and rhymes to express ourselves and our cultures.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Cultural songs and rhymes • Responses to songs and rhymes <p>Key concepts:</p> <ul style="list-style-type: none"> • Function • Perspective • Reflection 	<p>What It's Made From (Feb-Apr)</p> <p><i>Objects we use are made from materials which people have changed.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Materials used to make objects we use • How natural materials can be used and changed • The suitability of materials for different purposes <p>Key concepts:</p> <ul style="list-style-type: none"> • Function • Change 	<p style="text-align: center;">No unit studied at this grade level.</p>	<p>Under the Sea (Apr-Jun)</p> <p><i>Many creatures live in the sea and are interdependent.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Different sea creatures • The relationship of plants and animals within the ocean community • Differences and similarities between land and sea creatures <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Connection • Responsibility
<p style="text-align: center;">Primary Transition</p>	<p>Five Senses (1)</p> <p><i>Our senses impact the way we interpret the world.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The function of each sense • How we experience our senses • Challenges to people with lowered function in a particular sense <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Connection 	<p>Games People Play (2)</p> <p><i>Throughout history, people around the world have played games.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Games throughout time • Games played by people in different places • The history of significant or popular games <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Change 	<p>Tell Me a Story (3)</p> <p><i>Everyone has a story to share and we can tell our stories in many ways.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The elements of a story • Our own stories • Ways to share a story <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Perspective • Connection <p>*CS</p>	<p>Moving Toys (Forces) (4)</p> <p><i>A force is a push or pull and will have a visible or invisible effect on an object</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Types of forces • How forces work • Making something move <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Causation • Connection 	<p>Whistle While You Work (5)</p> <p><i>Communities consist of people in a variety of roles who work together for the community's success.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • the essential structure of a community • jobs and responsibilities in a community • interdependency of a community <p>Key concepts:</p> <ul style="list-style-type: none"> • Connection • Function • Responsibility <p>*CS</p>	<p>What's Bugging You? (6)</p> <p><i>Insects play a valuable role in our environment and are of vital importance to the survival of our planet.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • the physical characteristics of insects • the functions and impact of insects in our environment / ecosystem • how insects positively and negatively effect our planet • the ways in which some insects live and work together as a community <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Connection

Grade 1	<p>Growing Into Me (1)</p> <p><i>We are able to develop ourselves through self-reflection and positive action.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Personal qualities • Social interaction • Becoming independent <p>Key concepts:</p> <ul style="list-style-type: none"> • Reflection • Change • Responsibility 	<p>Shelters (2)</p> <p><i>Climate and resources of an area impact the types of shelters people construct.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Who needs shelters • Types of shelters • Resources used for shelters • How shelters have changed over time <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Causation <p>*CS</p>	<p>Myths, Fables, and Legends (3)</p> <p><i>People tell stories in a variety of ways to explain how the world works, teach a lesson or remember past events.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Myths, legends, fables • What we learn from stories • Why stories are important • How stories have changed over time <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Connection • Causation 	<p>Water, Water Everywhere (5)</p> <p><i>Water impacts our lives in many different ways.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The water cycle • Sources of water • How we use water • Properties of water • Water conservation <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Responsibility 	<p>From Field to Table (4)</p> <p><i>Many foods need to be transported and/or processed before they reach our tables.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The foods we eat • How foods are transported and processed • Why foods are processed <p>Key concepts:</p> <ul style="list-style-type: none"> • Change • Connection • Function <p>*CS</p>	<p>Reduce, Reuse, Recycle (6)</p> <p><i>People can establish practices in order to sustain and maintain the Earth's resources.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Limited nature of the Earth's resources • Personal choices that can help sustain the environment • Reducing, reusing and recycling different materials • Reducing waste <p>Key concepts:</p> <ul style="list-style-type: none"> • Change • Responsibility • Reflection
Grade 2	<p>Be a Peacemaker (1)</p> <p><i>Communication skills, attitudes and behaviour impact how we get along with each other.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Strategies to effectively resolve conflicts • Communication styles • Attitudes and learner profile attributes involved in effective conflict resolution • Famous peacemakers <p>Key concepts:</p> <ul style="list-style-type: none"> • Causation • Responsibility • Perspective 	<p>Time Detectives (4)</p> <p><i>By examining evidence and reasoning about it critically, we can learn about individuals and societies.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How artifacts are collected and studied • The questions that can be raised by evidence • How we can reason about artifacts <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Reflection <p>*CS</p>	<p>My Hero (3)</p> <p><i>A person's actions and thoughts can have a major impact.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The characteristics of a hero • Similarities and differences between fictional and real-life heroes <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Responsibility • Reflection 	<p>Snap, Crackle, Pop! (2)</p> <p><i>Electricity can be created in a number of ways and is used by humans for a variety of purposes.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How electricity helps us in our daily lives • How electricity is created • Materials as conductors • Ways that electricity is created • Our responsibility to use electricity safely and responsibly <p>Key concepts:</p> <ul style="list-style-type: none"> • Function • Causation • Responsibility 	<p>The Marketplace (5)</p> <p><i>The goods and services available in a community impact how the community functions</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The difference between goods and services • Natural, capital and human resources • Where the goods and services originate • Interdependence of goods and services <p>Key concepts:</p> <ul style="list-style-type: none"> • Function • Connection • Causation 	<p>Habitat is Where it's At! (6)</p> <p><i>Animals and plants have features that enable them to survive in a particular habitat</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The characteristics of a habitat • The features of plants and animals in a habitat • The interdependence of living things within a habitat • The impact of human actions on changes within a habitat <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Causation • Connection <p>*CS</p>

Grade 3	<p>Family Histories (1)</p> <p><i>Family histories provide an insight into culture, family and the individual.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Family ancestry • Artifacts, heirlooms and rituals important to families • Similarities/differences among families • Similarities/differences between generations within a family <p>Key concepts:</p> <ul style="list-style-type: none"> • Change • Reflection <p>*CS</p>	<p>National Pride (5)</p> <p><i>Geography, landforms, history and symbols are part of the mosaic of a country's identity.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The relevance of history to a country's identity • The significance of national symbols • The impact of geography on human activities <p>Key concepts:</p> <ul style="list-style-type: none"> • Connection • Function <p>*CS</p>	<p>People Believe (2)</p> <p><i>People express their beliefs in different ways.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Key elements and practices of major religions • Similarities and differences between the religious practices • How beliefs influence the way we behave • Impacts of religion and spiritual traditions on society <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Perspective • Reflection 	<p>Planet Earth Calling! (3)</p> <p><i>Earth and its atmosphere are surrounded by space and are part of a vast and complex universe.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The structure of the solar system and beyond • Objects in space • Characteristics of the known planets • Human responsibility for the universe <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Responsibility 	<p>Are We There Yet? (6)</p> <p><i>Transportation systems are directly related to the needs of a community.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Specific purposes of different transportation systems • Factors that affect the kinds of systems that can be developed • Relationship between transportation systems and the environment <p>Key concepts:</p> <ul style="list-style-type: none"> • Function • Connection 	<p>What Are We Losing (4)</p> <p><i>When living things become extinct it affects the web of life.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The web of life – interdependence • Animals and plants that have become extinct or endangered and why • Natural and man-made reasons for extinction • Our responsibilities towards other living things <p>Key concepts:</p> <ul style="list-style-type: none"> • Connection • Change • Causation • Responsibility
Grade 4	<p>Body Works (6)</p> <p><i>Understanding how our bodies work empowers us to take responsibility for our health.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How body systems work • How body systems are connected • Positive and negative impacts on health <p>Key concepts:</p> <ul style="list-style-type: none"> • Function • Connection • Responsibility 	<p>Exploration...to Boldly Go...(2)</p> <p><i>Exploration leads to discovery, knowledge and change.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The effects of exploration on the world and its people • Technology used or developed as a result of exploration • Contributions made by individual explorers <p>Key concepts:</p> <ul style="list-style-type: none"> • Causation • Change • Responsibility <p>*CS</p>	<p>Express Yourself!(3)</p> <p><i>People use many different forms of expression to convey their uniqueness as human beings</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The diverse ways people express themselves e.g. art, literature, drama, sport etc • how people become artists • Case studies of an author (Roald Dahl), artist (Pablo Picasso), Actor (Eddie Murphy), Sports (Jesse Owens/Olympics) • Poetry leading to performance poetry <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Change • Perspective • Reflection 	<p>The Way the Wind Blows (1)</p> <p><i>Weather is a powerful force that affects all living things.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The natural elements that cause weather • How advances in science and technology have enabled humans to make increasingly accurate predictions about weather • The impact of weather and climate on living and non-living things <p>Key concepts:</p> <ul style="list-style-type: none"> • Causation • Change • Form • Function 	<p>Seeing Through Their Eyes (5)</p> <p><i>Understanding indigenous community structure and culture helps others to appreciate a different perspective.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Aspects of indigenous culture • The social and political structures within indigenous communities • Perspectives and opinions of historical treatment of native cultures <p>Key concepts:</p> <ul style="list-style-type: none"> • Perspective • Function • Connection • Change <p>*CS</p>	<p>Seeds of Life (4)</p> <p><i>Plants play a role in creating and maintaining the environment.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Plant life cycles • The structure and function of plants • The importance of plants in relationship to our environment • How human intervention affects the survival of plants <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Connection • Responsibility

Grade 5	The Persuaders (1)	Now and Then (4)	Roses Are Red (6)	What's new? (5)	Speak Up! (3)	Our Fragile Earth (2)
	<p><i>The choices we make can be influenced by many things.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How we make choices • What our choices are influenced by • What the media is • What influences are good and bad <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Connection • Change • Function 	<p><i>As people move to new places, cultures and societies are impacted.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The impact of migration on individuals, societies and cultures • The reasons behind human migration <p>Key concepts:</p> <ul style="list-style-type: none"> • Causation • Change • Perspective <p>*CS</p>	<p><i>People explore words to appreciate, understand and make connections to their world.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Choosing words that create mood, tone and voice • The process of taking written words to performance level • The exploration of rhyme, rhythm and form <p>Key concepts:</p> <ul style="list-style-type: none"> • Function • Connection • Perspective • Reflection 	<p><i>Machines have been developed to minimise labour and extend capabilities.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Simple machines • Technology and inventions used in the home, workplace and for leisure activities • Circumstances that lead to the development of important inventions and their impact • How technology supports and impacts sustainability. <p>Key concepts:</p> <ul style="list-style-type: none"> • Function • Change • Form • Responsibility 	<p><i>Systems of government impact the ways people live their lives.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Different forms of government around the world, past and present • A government's role in equity and fairness • The roles played by citizens <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Function • Responsibility • Perspective <p>*CS</p>	<p><i>We live in a world of finite resources and unlimited demands.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Renewable and non-renewable resources • Factors that impact the use of resources • Global consequences of resource use • Human responsibility for sustainability <p>Key concepts:</p> <ul style="list-style-type: none"> • Responsibility • Causation • Connection

*CS – Caribbean Studies component

(1) – order of UOIs throughout the year

AY – All Year (LK & UK units may run all year long)