

## Grade 5/Year 6

	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
<b>Theme</b>	An Inquiry into the nature of the self; beliefs and values; <b>personal, physical, mental, social and spiritual health;</b> 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; <b>the discoveries, explorations and migrations of humankind;</b> the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in <b>which we discover and express ideas, feelings, nature, culture, beliefs and values;</b> 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; <b>the impact of scientific and technological advances on society and on the environment.</b>	An inquiry into the inter-connectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; <b>economic activities and their impact on humankind and the environment.</b>	An inquiry into rights and responsibilities in the struggle <b>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.</b>
<b>Central Idea</b>	<b>Unit 2 - Central idea:</b> Living things follow common life processes.	<b>Unit 1 – Central idea:</b> Migration can be a response to challenges, risks and opportunities.	<b>Unit 6 - Central idea:</b> Popular culture helps identify the values and beliefs of each generation	<b>Unit 3 - Central idea:</b> Energy may be conserved, transformed and used to support progress.	<b>Unit 4 - Central idea:</b> Economics may determine and drive decisions.	<b>Unit 5 - Exhibition</b> Passion leads to action.
<b>Key Concepts</b>	connection, change, perspective,	causation, change, connection	function, causation, perspective	form, function, reflection	function, causation, responsibility	
<b>Related Concepts</b>	Science: plant reproduction, germination, light, Microorganism, adaptations Language Arts: Narrative & Poetry	SS: Geography, settlement, exploration Science: Food webs, habitat Language Arts: Recount (Bio) & Explanation Math: Place Value	SS: Chronology, progress, individualism, trends, globalization Science: social investigations Language Arts: Narrative/Poetry	Science: Forms of energy, conservation of energy, technological advances, sound Language Art: Procedure & Description Math: conversion, mass, length, volumes, area, perimeter	SS: Money, budgeting, trade, e-commerce, product testing Science: Solutions, properties of matter Language Arts: Information Report/Persuasive/Response Math: Statistics	
<b>Lines of Inquiry</b>	- life processes of living things - comparing life processes - risks to life processes	-types of migration -impacts of migration -migration through history	- Popular (Pop) Culture - what pop culture says about values of generations -pop culture's effect on identity	-forms of energy sources -use and transformation -sustainable energy practices	-spending and saving money -responsibilities of producers and consumers -ethical consumerism	
<b>Subject Focus SS/Sci. Strand</b>	Science: Living Things Language Arts: Reading PSPE: Identity	Social Studies: Human and Natural Environments Science: Living Things Language Arts: Writing Math: Number PSPE: Interactions Visual Arts Performing Arts Physical Education	Social Studies: Continuity and change through time Language Arts: Speaking & Listening PSPE: Identity Visual Arts Performing Arts	Science: Forces and Energy Language Arts: Writing Math: Measurement PSPE: Identity Physical Education Visual Arts	Social Studies: Human systems and economic activities Language Arts: Speaking & Listening Math: Data Handling PSPE: Interactions	

## Raffles World Academy Program of Inquiry – 2016-2017

<b>Trans. Skills</b>	<b>Social Skills:</b> -Accepting Responsibility -Respecting Others <b>Self-Management Skills:</b> -Organization -Time Management	<b>Research Skills:</b> -Formulating Questions <b>Thinking Skills:</b> -Acquisition of knowledge -Synthesis	<b>Communication Skills:</b> -Listening -Speaking <b>Research Skills:</b> -Recording Data	<b>Research Skills:</b> -collecting data -recording data -presenting research findings	<b>Social Skills:</b> -adopting a variety of roles -group decision making <b>Communication Skills:</b> -presenting -reading/writing	
<b>Attitudes &amp; Attributes</b>	Principled, Caring, Balanced Cooperation, Independence, Respect	Communicator, Open-Minded, Risk-Taker Curiosity, Empathy, Tolerance	Communicator, Open-Minded, Caring Appreciation, Confidence, Creativity	Inquirer, Knowledgeable, Thinker Curiosity, Enthusiasm, Independence	Knowledgeable, Communicator, Balanced Commitment, Confidence, Cooperation	
<b>Specialist Integrated</b>		Subject: Visual Art Focus: Students inquire into art from past migrations and then create art to represent their families own migration.  Subject: Physical Education Focus: Students inquire into sports education and sports around the world connecting migrations that happen through sharing sport and how migrations brings new sports to countries	Subject: Visual Art Focus: Students inquire into pop art over history and use knowledge to create pop art for their generation.  Subject: Performing Arts Focus: Students inquire into the history of pop culture and the values it expresses	Subject: PE Focus: Students inquire into food energy and how to use energy successfully in physical activity  Subject: Visual Art Focus: Students inquire into the science of sound and how understanding it leads to progress in the arts		

	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
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<b>Central Idea</b>	<b>Unit 1 Central idea:</b> Lifestyle choices determine health.	<b>Unit 2 Central idea:</b> Events shape empowered individuals	<b>Unit 6 Central idea:</b> Beliefs and values are expressed in different creative forms	<b>Unit 3 Central idea:</b> Forces can be used to solve problems	<b>Unit 5 Central idea:</b> Statistics inform how communities make decisions	<b>Unit 4 Central idea:</b> Practices encourage equal opportunities for children
<b>Key Concepts</b>	function, connection, responsibility	change, connection, reflection	form, perspective, reflection	function, causation, reflection	change, connection, responsibility	form, causation, perspective
<b>Related Concepts</b>	Science: Body systems, medicine Language Arts: Explanation Math: Place Value	SS: perseverance, chronology, History, identity Science: Inventions, Machines Language Arts: Recount & Description	SS: Identity, traditions, Communication, culture Science: Light observations, comparisons Language Arts: Narrative/Response	Science: Mechanics, Machines transformation of energy, forms of energy Language Arts: Procedure	SS: Education, integrity, governments Science: Language Arts: Information Text Math: Statistics	SS: Rights, responsibilities citizenship, government Science: natural resources Language Arts: Exposition & Discussion Math: Percentage, fractions decimals
<b>Lines of Inquiry</b>	-human body systems -ways to maintain balance -medicines impact on health	-significant events -changes events brought about -choosing to be a part of significant events	-using drama performance to tell stories -how dramatic meaning illustrates values, beliefs and observations of an individual or community -adapting and improving work using feedback	- Energy and force - Manipulating forces using machines - Using machines to solve problems	-collecting data -how statistics change human behavior -using statistics to make informed decisions	-rights around the world -fair and equal actions -creating opportunities
<b>Subject Focus SS/Sci. Strand</b>	Science: Living Things Language Arts: Reading Math: Number PSPE: Identity Visual Arts Physical Education	Social Studies: Continuity and change through time Language Arts: Speaking & Listening PSPE: Identity Performing Arts	Social Studies: Social organizations and culture Language Arts: Viewing & Presenting PSPE: Identity Performing Arts Visual Arts	Science: Forces and Energy Language Arts: Writing PSPE: Interactions	Social Studies: Human systems and economic activity Language Arts: Viewing & Presenting Math: Data Handling PSPE: Interactions	Social Studies: Humans systems and economic activities. Language Arts: Speaking & Listening Math: Number PSPE: Interactions Physical Education

## Raffles World Academy Program of Inquiry – 2016-2017

<p><b>Trans. Skills</b></p>	<p><b>Self-Management Skills:</b> -Healthy lifestyle <b>Research Skills:</b> -Presenting research findings: <b>Social Skills:</b> -Cooperating</p>	<p><b>Research Skills:</b> -Collecting data: <b>Thinking Skills:</b> -Acquisition of knowledge <b>Communication Skills:</b> -Speaking</p>	<p><b>Communication Skills:</b> -Presenting: <b>Self-Management Skills:</b> -Organization: <b>Social Skills:</b> -Group decision making</p>	<p><b>Research Skills:</b> -collecting data -recording data -presenting research findings</p>	<p><b>Communication Skills:</b> -Reading: <b>Research Skills:</b> -Organizing data <b>Thinking Skills:</b> -Dialectical thought</p>	<p><b>Research Skills:</b> -Formulating questions <b>Thinking Skills:</b> -Analysis -Evaluation</p>
<p><b>Attitudes &amp; Attributes</b></p>	<p>Open-Minded, Risk-Taker, Balanced Appreciation, Confidence, Enthusiasm</p>	<p>Knowledgeable, Communicator, Caring Commitment, Empathy, Integrity</p>	<p>Communicators, Open-Minded, Balanced Appreciation, Creativity, Enthusiasm</p>	<p>Thinker, Principled, Reflective Creativity, Curiosity, Independence</p>	<p>Inquirer, Balanced, Reflective Commitment, Cooperation, Curiosity</p>	<p>Knowledgeable, Caring, Open-Minded Empathy, Respect, Tolerance</p>
<p><b>Specialist Integrated</b></p>	<p>Subject: PE Focus: Students inquire into sport education and the lifestyle choices people make which impact their health</p> <p>Subject: Visual Arts Focus: Students inquire into art therapy and make connections to how it benefits health</p>	<p>Subject: Performing Arts Focus: Students inquire into how participating in different events can empower them as individuals and as part of a team</p>	<p>Subject: Performing Arts Focus: Students inquire into the history of music and make connections to the beliefs and values it represents</p> <p>Subject: Visual Arts Focus: Students are inquiring into how art expresses people's beliefs and values and then creating art to represent their own.</p>			<p>Subject: PE Focus: Students inquire into equal opportunities in sport and discuss the rights and responsibilities people should have for a healthy lifestyles</p>

Trans. Theme	Who we are	Where we are in place & time	How we express ourselves	How the world works	How we organize ourselves	Sharing the Planet
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<b>Central Idea</b>	<b>Unit 1 Central idea:</b> Relationships may be affected by communicating perspectives.	<b>Unit 2 Central idea:</b> Understanding of Earth and space advances through discovery	<b>Unit 5 Central idea:</b> Movement and sound can be used creatively.	<b>Unit 3 Central idea:</b> Investigating the states and properties of matter leads to new understandings about the world	<b>Unit 4 Central idea:</b> Humans plan systems and communities	<b>Unit 6 Central idea:</b> Water is essential to life, and is a limited resource for many people.
<b>Key Concepts</b>	function, perspective, responsibility	form, change, connection	function, perspective, reflection	form, change, causation	function, change, connection	form, connection, responsibility
<b>Related Concepts</b>	SS: Communication, identity, rights, conflict resolution Science: draw conclusions Language Arts: Recount/Narrative	Science: Space, solar system, seasons Language Arts: Description/ Information report	SS: culture, performance, rhythm Science: sound Language Arts: Poetry Math: Angles	Science: liquids, solids, gases Changes of states, solutions Language Arts: Procedure Math: Time	SS: transportation, building, innovation Science: properties and uses Materials, electricity Language Arts: Explanation Math: Perimeter, angles, area	Science: sustainability, systems (water cycle), conservation, SS: consumption, distribution, equity, Language Arts: Discussion & Exposition Math: Statistics
<b>Lines of Inquiry</b>	- managing and resolving conflict -acknowledging others perspectives -rights and responsibilities within human relationships	-characteristics and movements of objects in our solar system and the universe -the influence of myths and scientific discoveries on beliefs -human initiative to explore the universe	-using movement, music and dance to express culture -responding to music and dance -creating movement, music and dance	-The ways to predict, measure and explain states and properties of matter -How matter changes -Ways people manipulate matter for a particular purpose	- Building structures with available materials. -Interconnectedness of systems and communities -Changing plans, systems and communities	-Sources of water and how water is used -Distribution and availability of usable water -Responsibilities regarding water

<b>Subject Focus SS/Sci. Strand</b>	Social Studies: Social organization and culture Language Arts: Writing PSPE: Identity Performing Arts	Science: Earth and Space Language Arts: Reading PSPE: Interactions Visual Arts	Social Studies: Social organization and culture Science: Sound Language Arts: Listening and Speaking Math: Shape and Space PSPE: Identity Performing Arts Visual Arts Physical Education	Science: Materials and Matter Language Arts: Writing Math: Measurement PSPE: Identity	SS: Human systems and economic activity Science: Materials and Matter/Energy and Forces Math: Measurement Language Arts: Reading Math: Shape and Space/Measurement PSPE: Interaction Performing Arts Physical Education	Science: Earth and Space Language Arts: Writing Math: Data Handling PSPE: Interaction
<b>Trans. Skills</b>	<b>Social Skills:</b> -Resolving conflict <b>Communication Skills:</b> -Speaking	<b>Research Skills:</b> -Collecting Data <b>Thinking Skills:</b> -Comprehension	<b>Thinking Skills:</b> -Evaluation <b>Communication Skills:</b> -Presenting	<b>Self-Management Skills</b> -Organization <b>Research Skills:</b> -Presenting research findings	<b>Communication Skills:</b> -Listening <b>Social Skills:</b> -Group decision making	<b>Thinking Skills</b> -Application <b>Self-Management Skills:</b> --Time management
<b>Attitudes &amp; Attributes</b>	Communicators, Open-Minded, Caring Appreciation, Cooperation, Empathy, Tolerance	Thinker, Balanced, Reflective Appreciation, Commitment, Integrity	Communicator, Risk-Taker, Reflective Appreciation, Cooperation, Confidence, Creativity	Inquirer, Knowledgeable, Thinker Curiosity, Enthusiasm, Commitment	Thinkers, Reflective, Knowledgeable Commitment, Creativity, Balance	Inquirer, Knowledgeable, Caring Commitment, Independence, Respect
<b>Subjects Integrated</b>	Subject: Performing Arts Focus: Students inquire into music around the world and share their perspectives	Subject: Visual Art Focus: Inquire into what planets and the solar system look like and apply knowledge to create original planets/solar system	Subject: Performing Arts Focus: Students are going to inquire into how music notation and movement can be used together to create music  Subject: Art Focus: Students inquire into how movement and sound can be connected to art and techniques to create mood in artwork  Subject: PE Focus: Students inquire into movements used in dance and gymnastics and making connections with movement and sound		Subject: PE Focus: Students inquire into how games work and the systems they use understanding to create games of their own  Subject: Performing Arts Focus: <u>Concert</u> Students will inquire into the system of putting on a show and performing for others.	

# Raffles World Academy Program of Inquiry – 2017-2018

Grade 2/Year 3

	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
<b>Theme</b>	An Inquiry into the nature of the self; <b>beliefs and values</b> ; 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; <b>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</b>	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; <b>our appreciation of the aesthetic.</b>	An inquiry into the natural world and its laws; <b>the interaction between the natural world (physical and biological) and human societies</b> ; 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 <b>inter-connectedness of human-made systems and communities</b> ; 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 <b>the struggle to share finite resources with other people and with other living things</b> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central Idea</b>	<b>Unit 1 Central idea:</b> People choose to make a difference	<b>Unit 5 Central idea:</b> People understand the past by examining civilizations.	<b>Unit 4 Central idea:</b> Elements of art can be expressed and interpreted in different ways	<b>Unit 3 Central idea:</b> Understanding light helps us experience the world	<b>Unit 2 Central idea:</b> Signs and symbols are part of human-made systems that enable communication.	<b>Unit 6 Central Idea:</b> Living things adapt to transforming habitats
<b>Key Concepts</b>	Function, connection, responsibility	form, connection, reflection	form, function, perspective	form, function, responsibility	Function, causation, connection,	form, change, connection
<b>Related Concepts</b>	SS: Conflict, innovation, progress Science: Conservation of Energy, Sustainability Language Arts: Recount, biographies Math: Intervals, addition/subtraction, ordering positive/negative numbers	SS: History, civilizations, artifacts Science: Fossils, Rocks Language Arts: Narratives, myths, legends	SS: Impact, ownership, identity Science: Properties of materials Language Arts: Response, Poetry Math: properties of shapes	Science: light, shadows conservation of energy Language Arts: Persuasive Math: Statistics	SS: media, access, communications Science: Magnets, Electricity Language Arts: Procedures/Explanation Math: Operations	Science: adaptation, ecosystems, food chains/web Language Arts: Non Chronological Reports Math: Time
<b>Lines of Inquiry</b>	-importance of individual character -how people make a difference -values that influence choices	-features of civilizations -history of civilizations -similarities and difference between civilizations	- forms of art - elements of art - expression through art	- physical properties of light - light around the world - responsible use of light	- Innovation in communication -How visual language facilitates communication -Specialized systems of communication	- classifying living things - adaptations of living things - interdependence of living things and habitats

## Raffles World Academy Program of Inquiry – 2016-2017

<b>Subject Focus SS/Sci. Strand</b>	Social Studies: Continuity and change through time Language Arts: Reading & Writing PSPE: Identity Physical Education Performing Arts	Social Studies: Continuity and change through time Language Arts: Reading & Writing PSPE: Identity Performing Arts Visual Art	Social Studies: Social organization and culture Language Arts: Listening & Speaking Math: Shape and Space PSPE: Identity Performing Arts Visual Arts Physical Education	Science: Forces and Energy Language Arts: Listening & Speaking Math: Data Handling PSPE: Interactions Visual Arts	SS: Humans systems and economic activities Language Arts: Viewing & Presenting Math: Number PSPE: Interactions Performing Arts	Science: Living Things Language Arts: Reading & Writing Math: Measurement PSPE: Interactions
<b>Trans. Skills</b>	<b>Research Skills:</b> -Formulating questions -presenting research findings	<b>Thinking Skills:</b> -Synthesis <b>Research Skills</b> -Collecting data	<b>Social Skills:</b> - respecting others <b>Self-Management Skills</b> - organization	<b>Self-Management Skills:</b> -safety <b>Research Skills:</b> -Observing	<b>Communication Skills:</b> -Non-verbal communication <b>Thinking Skills:</b> -evaluation	<b>Research Skills:</b> -collecting data -organizing data
<b>Attitudes &amp; Attributes</b>	Principled, Caring, Balanced Confidence, Empathy, Integrity	Inquirer, Communicators, Risk-Taker Respect, Tolerance, Appreciation	Knowledgeable, Inquirer, Reflective Appreciation, Integrity, Creativity	Knowledgeable, Communicators, Risk-Takers Cooperation, Creativity, Curiosity	Inquirer, Principled, Open-Minded Curiosity, Independence, Commitment	Inquirer, Thinkers, Open-Minded Commitment, Enthusiasm, Independence
<b>Specialist Integrated</b>	Subject: PE Focus: Students inquire into how they can choose to make a difference for their personal healthy living  Subject: Performing Arts Focus: Students inquire into families of instruments and how people use these to express their belief and values to make a difference	Subject: Visual Art Focus: Students inquire into art from different civilizations and create art and artifacts connected  Subject: Performing Arts Focus: Students inquire into ancient music and how it connects to civilizations	Subject: Visual Art Focus: Students inquire into the different elements of art and use their knowledge and understanding to create original pieces  Subject: Performing Arts Focus: <u>Concert</u> Students are inquiring into how elements of art can be expressed  Subject: PE Focus: Students inquire into dance and the elements that connect to it for expression	Subject: Visual Art Focus: Students inquire into how light influences art and apply their knowledge and understanding to art pieces	Subject: Performing Arts Focus: Students inquire into the notation of music and how the symbols are communicated	



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<b>Central Idea</b>	<b>Unit 1 Central idea:</b> Choices can determine well-being	<b>Unit 5 Central idea:</b> Homes are designed according to geography and resources.	<b>Unit 2 Central idea:</b> People recognize important events and traditions through celebrations.	<b>Unit 4 Central idea:</b> Patterns help explain the human and natural world	<b>Unit 6 Central idea:</b> Manmade systems develop to meet the needs of communities	<b>Unit 3 Central idea:</b> People can make choices to support the Earth's resources
<b>Key Concepts</b>	Form, responsibility, reflection	Form, function, connection	Form, connection, perspective	form, causation, connection	function, change, perspective	Form, responsibility, reflection
<b>Related Concepts</b>	Science: growth, biology, Language Arts: Recount Math: Place Value	Science: landscape, Properties and uses of materials structures Language Arts: Description Math: Properties of shapes	SS: Identity, diversity, traditions Science: Sound Language Arts: Narratives Math: Time	Science: Seasons, systems, repetition Language Arts: Poetry & Narratives	SS: Chronology, innovation, transportation Science: Electricity, forces Language Arts: Procedure Math: Money	SS: interdependence, distribution conservation Science: renewable/nonrenew, Energy sources, sustainability resources Language Arts: Information Report Math: Graphs, data
<b>Lines of Inquiry</b>	-energy from nutrition -making balanced choices -impact of lifestyle choices on the body	-homes around the world -influence of landforms on designs -building materials -homes of the future	-traditions within celebrations -celebrations around the world -points of view about celebrations	-identifying and making patterns - causes of patterns - natural patterns influencing human patterns	Communities needs and wants Role of different manmade systems Development of manmade systems over time.	-Use of limited resources -The impact of people's choice on the environment -The balance between meeting human needs and protecting Earth

## Raffles World Academy Program of Inquiry – 2016-2017

<b>Subject Focus SS/Sci Strand</b>	Science: Living Things Language Arts: Writing Math: Number PSPE: Identity Physical Education Visual Arts	Science: Earth and Space/Materials and Matter Language Arts: Reading Math: Shape and Space PSPE: Identity	Social Studies: Social organization and culture Language Arts: Writing Math: Measurement PSPE: Identity Visual Arts Performing Arts	Science: Earth and Space Math: Patterns and Functions Language Arts: Viewing & Presenting PSPE: Interactions Physical Education Performing Arts Visual Arts	Social Studies: Continuity and change through time Science: Force and Energy Language Arts: Listening & Speaking Math: Measurement PSPE: Interactions Performing Arts	Science: Earth and Space Language Arts: Writing Math: Data Handling PSPE: Interactions Visual Arts
<b>Trans. Skills</b>	<b>Self-Management Skills:</b> - healthy lifestyle <b>Thinking Skills:</b> - Application	<b>Communication Skills:</b> -reading/writing <b>Research Skills:</b> -Observe	<b>Social Skills:</b> -respecting others <b>Communication Skills:</b> -presenting.	<b>Thinking skills:</b> -analysis -synthesis	<b>Self-Management Skills</b> -Time management <b>Thinking Skills:</b> -Application	<b>Research Skills:</b> -Formulating questions -presenting research findings
<b>Attitudes &amp; Attributes</b>	Thinker, Caring, Balanced, Reflective Appreciation, Independence, Respect	Thinker, Principled, Caring Commitment, Cooperation, Empathy	Inquirer, Communicator, Open-Minded Appreciation, Empathy, Enthusiasm	Inquirer, Thinker, Reflective Creativity, Curiosity, Independence	Knowledgeable, Principled, Open-Minded Confidence, Integrity, Respect	Knowledgeable, Principled, Caring Creativity, Curiosity, Empathy
<b>Specialist Integrated</b>	Subject: PE Focus: Students inquire into healthy lifestyles including healthy eating, physical activity and safety  Subject: Visual Arts Focus: Students will inquire into healthy eating and use art to share their knowledge		Subject: Visual Arts Focus: Students are going to inquire into artistic symbols of celebrations  Subject: Performing Arts Focus: Students will be inquiring into different music of celebrations around the world	Subject: PE Focus: Students inquire into using their bodies and movement to express feelings and moods th  Subject Performing Arts: Focus: <u>Concert</u> Students inquire into patterns in music, poetry and art  Subject Visual Arts Focus: Students will inquire into different patterns and create their own through art	Subject: Performing Arts: Focus: Students inquire into music notation and see how it is needed for communities	Subject: Visual Arts Focus: Students will inquire into what recycling looks like and use art to create awareness

## Kindergarten 2/Year 1

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<b>Central Idea</b>	<b>Unit 1 Central idea:</b> Living things grow, change and relate to each other.	<b>Unit 2 Central Idea:</b> Exploring places expands our understanding of the world	<b>Unit 4 Central idea:</b> Imagination can be used to express ideas.	<b>Unit 3 Central idea:</b> Understanding matter allows people to experiment with different properties	<b>Unit 6 Central idea:</b> Human made processes involve many people and steps.	<b>Unit 5 Central idea:</b> Human actions can transform the world's environment
<b>Key Concepts</b>	Function, responsibility, perspective	form, connection, reflection	form, reflection, perspective	Form, function, change	function, change, causation	change, causation, responsibility
<b>Related Concepts</b>	Science: animals, plants, lifecycles Language Arts: Description Math: Place Value difference, estimation	SS: Geography, landscapes borders, climate Science: Rocks, fossils, weather Language Arts: Information Report Math: Properties of shapes	SS: Communication, Identity Science: Properties of Materials Language Arts: Narratives & Poetry	Science: Change of state Solids, liquids, gases, solutions Language Arts: Description Math: Time	SS: Production, farming cooperation, progress Science: Scientific Process, magnets Language Art: Procedure	SS: pollution, conservation, consequences Science: Conservation, Sustainability, recycling Math: Weight, volume Language Arts: Recount
<b>Lines of Inquiry</b>	- changes in living things -relationships between living things -showing appreciation	-exploring different places -special features of places -comparing places	-the relationship between imagination and creativity -sharing perspectives -choosing ways to express ourselves	-Properties of Matter -Matter in the World -Changes of properties	-human made processes -the role of people -Changes to processes	-the effect of human actions on the environment -human actions that can counteract human changes to the environment -our responsibility towards the environment
<b>Subject Focus SS/Sci. Strand</b>	Science: Living Things Language Arts: Listening and Speaking Math: Number PSPE: Interactions Visual Arts	Social Studies: Human and natural environments Language Arts: Viewing & Presenting Science: Earth and Space Math: Shape and Space PSPE: Identity	Social Studies: Social organization and culture Language Arts: Writing PSPE: Identity Performing Arts Visual Arts Physical Education	Science: Materials and Mater Language Arts: Reading Math: Measurement PSPE: Identity	Social Studies: Human systems and economic activities Science: Living Things Language Arts: Writing PSPE: Interactions	Social Studies: Resources and the environment Science: Earth and Space Language Arts: Reading Math: Measurement PSPE: Interactions Visual Arts Physical Education

## Raffles World Academy Program of Inquiry – 2016-2017

<b>Trans. Skills</b>	<b>Self-Management Skills:</b> Organization, <b>Research Skills</b> Observing	<b>Research Skills:</b> -collecting Data <b>Communication Skills</b> Presenting	<b>Thinking Skills</b> Application Analysis	<b>Research Skills:</b> Formulating questions Presenting research findings	<b>Social Skills:</b> cooperating accepting responsibility	<b>Thinking Skills:</b> -Evaluation <b>Self-management Skills:</b> -Informed choices
<b>Attitudes &amp; Attributes</b>	Communicator, Caring, Independence, Respect, Cooperation	Open-Minded, Knowledgeable Appreciation, Tolerance,	Communicator, thinker, reflective Creativity, confident	Inquirer, risk taker, reflective Curiosity, Commitment	Inquirer, Open-Minded, Appreciation, Commitment, Respect, Empathy	Inquirer, Knowledgeable, Thinkers Cooperation, Enthusiasm
<b>Specialist Integrated</b>	Subject: Visual Arts Focus: Students inquiring into how families relate to each other through art		Subject: Performing Arts Focus: Students will inquire into how their imagination can be used to express ideas through music and drama  Subject: Visual Arts Focus: Students will be inquiring into what imagination is through various types of art  Subject: PE Focus: Students inquiry into how to creatively use their bodies to express ideas			Subject: Visual Arts Focus: Students will inquire into recycling and how old materials can be used to create new art.  Subject: Performing Arts Focus: <u>Concert</u> Students will inquire into how musicians can use music to promote change in the world's environment s,  Subject: PE Focus: Students will inquire into how they can keep their local community clean

Kindergarten  
1/Kindergarten

	Who we are	How we express ourselves	How the world works	Sharing the planet
<b>Theme</b>	An Inquiry into the nature of the self; beliefs and values; personal, physical, <b>mental, social and spiritual health; human relationships including families,</b> friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into the ways in which we discover and express ideas, feelings, <b>nature, culture, beliefs and values; the ways in which we reflect on,</b> 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; <b>how humans use their understanding of scientific principles;</b> the impact of scientific and technological advances on society and on the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with <b>other people and with other living things; communities and the</b> relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central Idea</b>	<b>Unit 2 Central idea:</b> People can learn about who they are with and through others.	<b>Year Long Central idea:</b> People use art to express their thoughts and feelings	<b>Unit 3 Central idea:</b> Forces and materials work together.	<b>Unit 4 Central idea:</b> People share the planet with other living things.
<b>Key Concepts</b>	form, function, responsibility	Form, connection, perspective	form, function, causation	Function, change, connection, responsibility
<b>Related Concepts</b>	SS: Tradition, family, diversity Science: Growth, Language Arts: Descriptive Math: Sorting, pictographs, tally charts	SS: Identity, imagination, communication Science: Properties/Use of materials Language Arts: Narratives Math: patterns	Science: Materials, forces, magnets Language Arts: Procedure Math: mass, distance,	Science: Habitats, conservation Language Arts: Explanation Math: counting, adding/subtracting
<b>Lines of Inquiry</b>	-our culture and celebrations -special relationships -responsibilities	- Types of art - Expressing thoughts and feelings through art - How art affects us	-types of materials -types of forces -forces and materials working together	- living things - animal and plant habitats -human responsibility towards animals and plants -interdependence of humans, animals
<b>Subject Focus SS/Sci. Strand</b>	Social Studies: Human systems and economic activities Language Arts: Reading Math: Data Handling PSPE: Interactions Performing Arts Physical Education	Social Studies: Social organization and culture Language Arts: Reading Math: Patterns and Functions PSPE: Identity Performing Arts Visual Arts	Science: Materials and matter/ Forces and Energy Language Arts: Writing Math: Measurement PSPE: Identity Performing Arts Physical Education	Science: Living Things Language Arts: Reading Math: Number PSPE: Interactions

<b>Trans. Skills</b>	<b>Social Skills:</b> -respecting others -cooperating	<b>Thinking Skills:</b> -Evaluation <b>Self-Management Skills:</b> -Fine motor skills	<b>Research Skills:</b> -Formulating Questions -Observing	<b>Research Skills:</b> -collecting data -recording data
<b>Attitudes &amp; Attributes</b>	Thinkers, Caring, Risk-Taker Open-Minded, Cooperation, Integrity, Tolerance		Thinkers, Communicators, Risk-Takers Creativity, Curiosity, Enthusiasm	Principled, Reflective, Caring Commitment, Empathy, Respect
<b>Specialist Integrated</b>	Subject: Performing Arts Focus: Students will inquire into how they can work in groups to make sounds and percussion  Subject:: Physical Education Focus: Students will discuss ways they can help themselves and others improve skills by learning cooperatively and collaboratively	Subject: Performing Arts Focus: Students will inquire into how they can use voice and instrument to convey emotions and ideas.  Subject: Visual Arts Focus: Students will inquire into how they can use art to express feelings and ideas	Subject: Performing Arts Focus: Inquiring into how sounds can be produced using different instruments and what materials make different sounds.	