

P3-4  
K-G1  
G2-G3  
G4-G5

# Mount Zaagkam International School

## Programme of Inquiry

### 2011-2012

Age	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	Where We Are In Place and Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	How the World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; their structure and function of organization; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing the Planet An inquiry into the 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.
4-5 Preschool 3 & 4	<p><b>CI:</b> Increasing awareness of ourselves and others, allows our self-identity to develop.</p> <p><b>Key Concepts:</b> Form, reflection</p> <p><b>Related Concepts:</b> Identity, relationships</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Physical, social and emotional characteristics (form)</li> <li>Similarities and differences between myself and others (reflection)</li> </ul>	<p><b>CI:</b> Documenting personal histories allows us to reflect on and celebrate who we are and where we've come from.</p> <p><b>Key Concepts:</b> Causation, Change</p> <p><b>Related Concepts:</b> development (growth), family</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Documenting personal change from birth to present: self and family (change)</li> <li>Factors that affect how families interact and celebrate where they come from (causation)</li> </ul>	<p><b>CI:</b> We use play to express our feelings and ideas in order to come to new understandings</p> <p><b>Key Concepts:</b> Connection, Perspective</p> <p><b>Related Concepts:</b> Beliefs, representation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Communicating through play (connection)</li> <li>Interpretation of how others feel through actions and expressions (perspective)</li> </ul>	<p><b>CI:</b> People make choices and decisions based on scientific observations.</p> <p><b>Key Concepts:</b> Function, responsibility</p> <p><b>Related Concepts:</b> changes of state, forms of energy</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Communicating our observations of the natural world (function)</li> <li>Decision making based on observations (responsibility)</li> </ul>		
6-7 K/1	<p><b>CI:</b> Relationships may have an effect on our lives.</p> <p><b>Key Concepts:</b> Form, Perspective, Responsibility</p> <p><b>Related Concepts:</b> Opinion, Fairness, Behaviour</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Types of relationships that are important to us (form)</li> <li>Understanding and respecting others' perspectives (perspective)</li> </ul>	<p><b>CI:</b> People may gain a sense of the world through the places they connect with.</p> <p><b>Key Concepts:</b> connection, causation, function</p> <p><b>Related Concepts:</b> impact, comparing, relationship between place and person</p> <p><b>Lines of Inquiry:</b></p>	<p><b>CI:</b> People express themselves through celebrations and traditions.</p> <p><b>Key Concepts:</b> function, causation, reflection</p> <p><b>Related Concepts:</b> beliefs, culture, values</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>We have traditions(reflection)</li> <li>How people celebrate (function)</li> </ul>	<p><b>CI:</b> Light Affects Our Lives</p> <p><b>Key Concepts:</b> function, causation, change</p> <p><b>Related Concepts:</b> role, systems, impact</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Light comes to us in different ways. (function)</li> <li>Light affects us (causation)</li> <li>How our use of light has changed over</li> </ul>	<p><b>CI:</b> Communities function more effectively when leadership opportunities are shared.</p> <p><b>Key Concepts:</b> Form, responsibility, reflection</p> <p><b>Related Concepts:</b> differences, citizenship, behaviour</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The qualities of a</li> </ul>	<p><b>CI:</b> Living things have needs to survive in their environment (Case study: Papuan Insects for frontloading)</p> <p><b>Key Concepts:</b> form, function connection</p> <p><b>Related Concepts:</b> classifications, systems, interdependence</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What living things are</li> </ul>

	<ul style="list-style-type: none"> <li>Understanding conflict and our roles in resolution (responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>We learn from the places we personally connect with (connection)</li> <li>Family movements impacts how view the world (causation)</li> <li>Family movements can be recorded (function)</li> </ul>	<ul style="list-style-type: none"> <li>Why people celebrate (causation)</li> </ul>	time.(change)	<p><b>leader (form)</b></p> <ul style="list-style-type: none"> <li><b>A leader's role within a community (responsibility)</b></li> <li><b>We have opportunities to be leaders (reflection)</b></li> </ul>	<p>(form)</p> <ul style="list-style-type: none"> <li>How living things survive in their environment. (connection)</li> <li>Living things have systems that helps them to survive (e.g. food chains) (function)</li> </ul>
8-9 Gr. 2 & 3	<p><b>CI:</b> Humans care for their body systems <b>Key Concepts:</b> Function, responsibility and connection <b>Related Concepts:</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li><b>Humans have distinct body systems that serve unique functions (function)</b></li> <li><b>The human body systems are connected (connection)</b></li> <li><b>Caring for our body systems (responsibility)</b></li> </ul>	<p><b>CI:</b> Exploration leads to discovery and develops new understandings. <b>Key Concepts:</b> causation, perspective, reflection <b>Related Concepts:</b> consequences, discovery, geography <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Reasons for exploration (causation)</li> <li>Feelings and attitudes associated with exploration (perspective)</li> <li>What we learn through exploration(reflection)</li> </ul>	<p><b>CI:</b> Through the arts people use <b>different forms of expression</b> to convey their uniqueness. <b>Key Concepts:</b> form, reflection <b>Related Concepts:</b> perception, self-expression <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The diverse ways in which people express themselves(form)</li> <li>How people express their uniqueness through the arts(reflective)</li> </ul>	<p><b>CI:</b> Humans use and value natural resources in different ways. <b>Key Concepts:</b> Form, Function, change <b>Related Concepts:</b> Properties, role, transformation, <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The features of the Earth's surface (form)</li> <li>The Earth's natural resources provide for humans (function)</li> <li>Why the Earth changes (change)</li> <li>Humans transform natural resources for a purpose (change)</li> </ul>	<p><b>CI:</b> Marketplaces are designed to supply goods and services for community need and wants. <b>Key Concepts:</b> causation, connection <b>Related Concepts:</b> interdependence, supply and demand <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How and in what ways we depend on goods and services (connection)</li> <li>Various factors that effects the exchange of goods and services (causation)</li> </ul>	<p><b>CI:</b> Human action impacts on our planet. <b>Key Concepts:</b> responsibility, form <b>Related Concepts:</b> initiative, resources, lifestyle <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The limited nature of the Earth's resources (form)</li> <li>Personal choices that can help sustain the environment(responsibility)</li> </ul>
10-11 Gr. 4 & 5	<p><b>CI:</b> Learning is a fundamental characteristic of all humans. <b>Key Concepts:</b> function, connection, responsibility <b>Related Concepts:</b> population, settlement <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How we construct meaning through learning (function)</li> <li>How the brain helps us learn (connection)</li> <li>The various ways people learn with challenge/difficulties (responsibility)</li> </ul>	<p><b>CI:</b> Human <b>migration</b> is a response to challenges, risks and opportunities. <b>Key Concepts:</b> causation, change, perspective <b>Related Concepts:</b> population, settlement <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Reasons why people migrate (causation)</li> <li>Migration throughout history (change)</li> <li>Effects of migration on communities, cultures and individuals (perspective)</li> </ul>	<p><b>CI:</b> Rituals, traditions and artifacts provide a window into the beliefs and values of cultures.  Frontloading: (Case Study: West Papua culture) <b>Key Concepts:</b> form, perspective, function <b>Related Concepts:</b> beliefs, diversity <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What constitutes culture (form)</li> <li>Significance of rituals and traditions (perspective)</li> <li>How artifacts symbolize beliefs and values (function)</li> </ul>	<p><b>CI: Scientific and technological advances impact both on space and Earth.</b> <b>Key Concepts:</b> form, change connection <b>Related Concepts:</b> Structure of our SS, adaptation, interdependence <b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li><b>Our solar system (form)</b></li> <li><b>What scientific and technological advances have come from space programs (change)</b></li> <li><b>How space programs have impacted on our lives (connection)</b></li> </ol>	<p><b>CI:</b> Governmental systems and decisions can promote or deny equal opportunities and social justice. <b>Key Concepts:</b> Function, responsibility, reflection <b>Related Concepts:</b> equality, government or governance <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Types of governance can work differently (function)</li> <li>Governance attitudes on social justice. (responsibility and reflection)</li> </ul>	<p><b>*CI:</b> Finding peaceful solutions to conflict leads to a better quality of human life. <b>Key Concepts:</b> causation, reflection, responsibility <b>Related Concepts:</b> conflict, diversity, justice <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Causes of conflict (causation)</li> <li>Conflict resolution and management (responsibility)</li> <li>What we learn from conflict (reflection)</li> </ul> <p><b>(Peace and conflict)</b></p>

