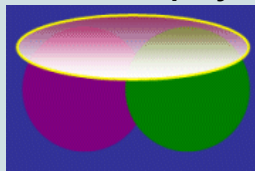




# 2024-2025 West Manor Elementary School Program of Inquiry



## Transdisciplinary Unit of Inquiry



### Who we are

Inquiry into Self beliefs and values, health, relationships, rights and responsibilities, What it means to be human



### Where we are in Place and Time

Orientation in place and time, personal history, homes, journeys, exploration, migration, interconnectedness from local and global perspective



### How We Express Ourselves

An inquiry into discovering and expressing ideas, feelings, nature, cultural beliefs, values, how we reflect on, extend, and enjoy our creativity, appreciation of the aesthetic



### How the World Works

An inquiry into the natural world and its laws, interaction between natural world and society, how humans use understanding of scientific principles, impact on science and technology on society and the environment



### Sharing the Planet

Rights and responsibilities in the struggle to share resources with living things, communities and relationships between them, access to equal opportunity, conflict resolution



### How We Organize Ourselves

Interconnectedness of human made systems and communities, structure and function of organization, societal decision making, economic activities and their impact

## Dates



August 1-September 13

September 16-October 11

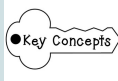
October 14-November 22

December 2 -January 24

January 27-March 7

March 10- April 18

## Key Concepts



Form  
Connection

Causation  
Change

Perspective  
Connection

Change  
Responsibility

Function  
Perspective

Connection  
Responsibility

## Related Concepts



Structure  
Behavior  
Impact

Growth  
Impact  
Consequences

Beliefs  
Interdependence  
Values

Initiative  
Transformation  
Rights

Role  
Truth  
Beliefs

Role  
Impact  
Citizenship

## IB Learner Profile

**Communicators  
(August)**

(Getting to know one another/sharing/participating)

**Principled**

Act with integrity and honesty, strong sense of fairness and justice, respect for dignity and rights of others, responsibility for actions and

**Open- Minded  
(October)**

Appreciate your own cultures and personal history as well as others. Evaluate other

**Courageous  
(Risk-taker)  
(January)**



Approach uncertainty with forethought and determination, work

**Balanced  
(March)**




Critical and creative thinking skills to analyze complex problems, exercise initiative in making critical ethical

**Reflective  
(April)**

(Taking the perspective of and empathize with others//successfully interact with

<div>Attributes</div> <div></div>		consequences	<div>points of view and a willingness to grow from the experience.</div> <div>Caring (November) Showing empathy, compassion, respect. Commitment to service, making a positive impact</div> <div>Thinker (December) Understanding balancing intellectual, physical, emotional parts of our lives to achieve well-being, understand interconnectedness with people and world</div>	<div>independently and cooperatively to explore new ideas and strategies, resourceful and resilient to challenges and change.</div> <div>Inquirer (February) Nurture curiosity, develop skills for research, work independently and with others, learn with enthusiasm and sustain a love of learning</div>	decisions	<div>others ba..sed on reactions)</div> <div>Knowledgeable (May) Develop and use conceptual understanding, explore range of topics, engage with issues of local and global significance</div>
Approaches to Learning	Self-management Social	Research Thinking	Communication Social	Thinking Research	Social Self-management	Communication Research
<div>SEL Competencies</div> <div></div>	Relationship Skills (Welcome to the School Community and Ie)	Self Awareness (Individuality and Positive Self Confidence)	Social Awareness - (Diversity and Acceptance-Oct)- (Empathy-Novt)	Self-Management (Courage-Jan)  Responsible Decision Making (Problem Solving-Feb)	Self-Management (Perseverance)	Self Awareness (Growth Mindset-April)  Relationship Skills (Collaboration-May)
<div>UN Sustainable Goal</div> <div><a href="https://www.youtube.com/watch?v=RpqVmvMCmp0">https://www.youtube.com/watch?v=RpqVmvMCmp0</a></div>	<div>(8) Decent Work and Economic Growth</div> <div>Equal opportunity in the workplace</div>	<div>(11) Sustainable cities and communities</div> <div>Making cities and human settlements inclusive, safe, resilient and sustainable.</div>	<div>(7) Affordable and Clean Energy</div> <div>Access to energy needed for economic and human development</div>	<div>(12) Responsible Consumption and Production</div> <div>Help the environment by changing consumption patterns</div>	<div>(10) Reduced Inequalities</div> <div>Everyone has the same chances to grow and develop</div>	

<div>Kindergarten</div> <div></div>	<div>Central Idea:</div> <div>People need relationships with nature and each other</div>	<div>Central Idea:</div> <div>People use their environment to orient their place in the world</div>	<div>Central Idea:</div> <div>People communicate based on their roles as individuals in groups or in institutions</div>	<div>Central Idea:</div> <div>Change occurs over time.</div>	<div>Central Idea:</div> <div>Actions affect the balance of all living things</div>	<div>Central Idea:</div> <div>Plants and animals depend on their environment to live</div>
<div>First</div> <div></div>	<div>Central Idea:</div> <div>Many factors determine the beliefs, values and activities of a community</div>	<div>Central Idea:</div> <div>Models helps us better understand our place in the world</div>	<div>Central Idea:</div> <div>Sound impacts self expression</div>	<div>Central Idea:</div> <div>Innovation connects communities.</div>	<div>Central Idea:</div> <div>Living things share resources to survive</div>	<div>Central Idea:</div> <div>Systems maintain balance</div>
<div>Second</div> <div></div>	<div>Central Idea:</div> <div>Humans have scientific and social identities</div>	<div>Central Idea:</div> <div>Discovery can be local and global</div>	<div>Central Idea:</div> <div>Nature alters how we express our ideas and feelings</div>	<div>Central Idea:</div> <div>Movement occurs by force</div>	<div>Central Idea:</div> <div>Communities must decide when and how to share resources</div>	<div>Central Idea:</div> <div>Decision making impacts systems</div>
<div>Third</div> <div></div>	<div>Central Idea:</div> <div>Humans are responsible for ensuring the safety of our community and its environment</div>	<div>Central Idea:</div> <div>Communities migrate as their needs change</div>	<div>Central Idea:</div> <div>Expression communicates values</div>	<div>Central Idea:</div> <div>Processes help the world work</div>	<div>Central Idea:</div> <div>Habitats establish communities</div>	<div>Central Idea:</div> <div>Citizens decide how to organize</div>

<div>Fourth</div> <div></div>	<b>Central Idea:</b> Physical and human systems affect beliefs and values	<b>Central Idea:</b> Exploring historical events and personal histories helps us understand the complexity of human experiences and our interconnectedness through time	<b>Central Idea:</b> Changes in environment transform the ways we express ourselves	<b>Central Idea:</b> Friction initiates laws	<b>Central Idea:</b> Communities struggle with peace and conflict resolution	<b>Central Idea:</b> Economics affects the environment
<div>Fifth</div> <div></div>	<b>Central Idea:</b> Who we are is both learned and inherited	<b>Central Idea:</b> Conflict results in change	<b>Central Idea:</b> Culture determines expression	<b>Central Idea:</b> Unbalanced systems create transformation	<b>Central Idea:</b> Inequalities affect how living things share the environment	<b>Central Idea:</b> Changes in structure impacts function.
<div>Specialists</div> <div></div>	<b>Transdisciplinary Connections will be made through the use of the school-wide key concepts in all specialist classes. See grade level unit planners for more information.</b>					