

Kindergarten (K3-K5)	An inquiry into: <i>Who we are</i>	An inquiry into: <i>Where we are in place and time</i>	An inquiry into: <i>How we express ourselves</i>	An inquiry into: <i>How the world works</i>	An inquiry into: <i>How we organize ourselves</i>	An inquiry into: <i>Sharing the planet</i>
	<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>	<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>	<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>	<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>	<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>	<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>
	<p><b>Unit Title:</b> This is me!</p> <p><b>Central Idea:</b> People can learn more about who they are and how different relationships affect their well-being (self, school and family)</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Human growth and relationship (Change)</li> <li>- Physical attributes and characteristics (Form)</li> <li>- Things that I can do (Reflection)</li> </ul>	<p><b>Unit title:</b> Health and Sports</p> <p><b>Central Idea:</b> People can take care of oneself through health and sports.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Taking care of oneself (Responsibility)</li> <li>- Effects of healthy habits (Change)</li> <li>- Physical activities (Function)</li> </ul>	<p><b>Unit Title:</b> Celebrations</p> <p><b>Central Idea:</b> People can express shared beliefs and values through celebrations.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Reasons people celebrate (Causation)</li> <li>- Features of celebrations (Perspective)</li> <li>- Traditions and culture (Connection)</li> </ul>	-	<p><b>Unit Title:</b> Community and I</p> <p><b>Central Idea:</b> People have different roles and responsibilities in the community.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Actions affect our community (Connection)</li> <li>- Good citizenship (Responsibility)</li> <li>- Roles of Community members (Function)</li> </ul>	<p><b>Unit Title:</b> Earth and Space</p> <p><b>Central Idea:</b> People can explore earth and space through science.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Characteristics of planets (Form)</li> <li>- Seasons and weather (Causation)</li> <li>- Changes on Earth (Change)</li> </ul>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>- Change</li> <li>- Form</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Responsibility</li> <li>- Change</li> <li>- Function</li> </ul>	<ul style="list-style-type: none"> <li>- Connection</li> <li>- Causation</li> <li>- Perspective</li> </ul>	-	<ul style="list-style-type: none"> <li>- Connection</li> <li>- Responsibility</li> <li>- Function</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Change</li> <li>- Causation</li> </ul>
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>- Relationships</li> <li>- Self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy Habits</li> <li>- Personal hygiene</li> <li>- Sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>- Beliefs</li> <li>- Values</li> <li>- Culture</li> </ul>	-	<ul style="list-style-type: none"> <li>- Rules</li> <li>- Diversity</li> <li>- Community helpers and members</li> </ul>	<ul style="list-style-type: none"> <li>- Characteristics</li> <li>- Exploration</li> <li>- Solar-system</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Thinking</li> <li>- Self-management</li> </ul>	<ul style="list-style-type: none"> <li>- Self-management</li> <li>- Social</li> </ul>	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Social</li> </ul>	-	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Research</li> </ul>	<ul style="list-style-type: none"> <li>- Research</li> <li>- Thinking</li> </ul>
<b>Learner Profile</b>	<ul style="list-style-type: none"> <li>- Balanced</li> <li>- Reflective</li> </ul>	<ul style="list-style-type: none"> <li>- Risk Takers</li> <li>- Caring</li> </ul>	<ul style="list-style-type: none"> <li>- Open minded</li> <li>- Communicators</li> </ul>	-	<ul style="list-style-type: none"> <li>- Principled</li> <li>- Thinkers</li> </ul>	<ul style="list-style-type: none"> <li>- Inquirers</li> <li>- Knowledgeable</li> </ul>
<b>Subject Areas</b>	Language, Mathematics, Social studies, Science, PSPE, Music, Japanese	Language, Mathematics, Social studies, Science, PSPE, Music & Japanese	Language, Mathematics, Social studies, Science, PSPE, Music & Japanese		Language, Mathematics, Social studies, Science, PSPE, Music & Japanese	Language, Mathematics, Social studies, Science, PSPE, Music, & Japanese

Grade 1	An inquiry into: <i>Sharing the planet</i>	An inquiry into: <i>How the world works</i>	An inquiry into: <i>How we organize ourselves</i>	An inquiry into: <i>Who we are</i>	An inquiry into: <i>Where we are in place and time</i>	An inquiry into: <i>How we express ourselves</i>
	<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>	<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>	<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>	<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>	<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>	<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>
	<b>Unit Title:</b> Garden Project <b>Central Idea:</b> All living things have needs that help them survive and adapt to their environment. <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>- Difference between living things and non-living things</li> <li>- Characteristics of Plants and Animals</li> <li>- Plant and Animal adaptation</li> <li>- Roles and responsibilities towards living things</li> </ul>	<b>Unit Title:</b> Water Works <b>Central Idea:</b> Humans make choices on how they use Earth's natural resources. <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>- Water cycle</li> <li>- Climate around the World</li> <li>- Roles and responsibilities towards our environment</li> </ul>	<b>Unit Title:</b> Systems <b>Central Idea:</b> Each element in our society plays an important role in our daily lives. <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>- Roles and responsibilities of community members and community helpers</li> <li>- Types of public Services</li> <li>- Importance of systems</li> </ul>	<b>Unit Title:</b> A Place for Everyone <b>Central Idea:</b> Each family has its own culture that makes them unique. <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>- Family Ancestry</li> <li>- Roles and responsibilities of each family member</li> <li>- Traditions that are unique to each family</li> </ul>	<b>Unit Title:</b> <b>Central Idea:</b> Appreciating our history deepens our way of life. <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>- Changes in our society</li> <li>- Cultural signs, symbols, and elements</li> <li>- Appreciating our community/society</li> </ul>	<b>Unit Title:</b> Shake, Rattle and Roll <b>Central Idea:</b> Creative work is A team effort. <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>- Forms of Art (Dance, Visual art, Music)</li> <li>- Elements of Art (Dance: costume, expression, patterns, beat; Music: Visual art:)</li> <li>- Performance strategies</li> </ul>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>- Connection</li> <li>- Change</li> </ul>	<ul style="list-style-type: none"> <li>- Causation</li> <li>- Function</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Responsibility</li> <li>- Form</li> <li>- Function</li> </ul>	<ul style="list-style-type: none"> <li>- Responsibility</li> <li>- Connection</li> </ul>	<ul style="list-style-type: none"> <li>- Change</li> <li>- Connection</li> <li>- Causation</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Function</li> </ul>
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>- Cycle</li> <li>- Interdependence</li> <li>- Conservation</li> </ul>	<ul style="list-style-type: none"> <li>- Cycles</li> <li>- Weather</li> <li>- Climate</li> </ul>	<ul style="list-style-type: none"> <li>- Economy</li> <li>- Interdependence</li> </ul>	<ul style="list-style-type: none"> <li>- Family</li> <li>- Artifacts</li> <li>- Tradition</li> </ul>	<ul style="list-style-type: none"> <li>- Landscape</li> <li>- History</li> <li>- Literature</li> </ul>	<ul style="list-style-type: none"> <li>- Audience</li> <li>- Presentation</li> <li>- Expressions</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Thinking</li> <li>- Self-management</li> </ul>	<ul style="list-style-type: none"> <li>- Research</li> <li>- Communication</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking</li> <li>- Self-management</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking</li> <li>- Communication</li> </ul>	<ul style="list-style-type: none"> <li>- Research</li> <li>- Social</li> </ul>	<ul style="list-style-type: none"> <li>- Social</li> <li>- Communication</li> </ul>
<b>Learner Profile</b>	<ul style="list-style-type: none"> <li>- Inquirers</li> <li>- Reflective</li> <li>- Caring</li> </ul>	<ul style="list-style-type: none"> <li>- Thinker</li> <li>- Risk-taker</li> </ul>	<ul style="list-style-type: none"> <li>- Inquirers</li> <li>- Knowledgeable</li> </ul>	<ul style="list-style-type: none"> <li>- Balanced</li> <li>- Thinker</li> </ul>	<ul style="list-style-type: none"> <li>- Caring</li> <li>- Principled</li> <li>- Risk-taker</li> </ul>	<ul style="list-style-type: none"> <li>- Communicator</li> <li>- Open-minded</li> </ul>
<b>Subject Areas</b>	<ul style="list-style-type: none"> <li>- Kokugo (F)</li> <li>- Japanese</li> <li>- English</li> <li>- Social Science</li> <li>- Science</li> <li>- Math</li> <li>- HPE</li> </ul>	<ul style="list-style-type: none"> <li>- Music</li> <li>- English</li> <li>- Social Science</li> <li>- Science</li> <li>- Math</li> <li>- HPE</li> </ul>	<ul style="list-style-type: none"> <li>- Math</li> <li>- English</li> <li>- Science</li> <li>- HPE</li> <li>- Music</li> </ul>	<ul style="list-style-type: none"> <li>- Social Science</li> <li>- English</li> <li>- Math</li> <li>- Music (F)</li> <li>- Visual Arts</li> <li>- Japanese</li> <li>- HPE</li> <li>- Kokugo (P)</li> </ul>	<ul style="list-style-type: none"> <li>- Social Science</li> <li>- English</li> <li>- Music (F)</li> <li>- Kokugo(F)</li> </ul>	<ul style="list-style-type: none"> <li>- Music (F)</li> <li>- Visual Arts</li> <li>- Social Science</li> <li>- English</li> <li>- HPE</li> </ul>

Grade 2	An inquiry into: <i>Sharing the planet</i>	An inquiry into: <i>How the world works</i>	An inquiry into: <i>How we organize ourselves</i>	An inquiry into: <i>Who we are</i>	An inquiry into: <i>Where we are in place and time</i>	An inquiry into: <i>How we express ourselves</i>
	<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>	<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>	<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>	<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>	<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>	<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>
	<p><b>Unit Title:</b> Garden Project</p> <p><b>Central Idea:</b> All living things have evolved various types of adaptation to their habitat for survival.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- What plants provide for us and other living things</li> <li>- Concept of adaptation</li> <li>- How living things change over their lifetime</li> </ul>	<p><b>Unit Title:</b> Raging Planet</p> <p><b>Central Idea:</b> Natural disasters affect the Earth's features, and communities prepare for the impacts of these events.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How the earth changes over time</li> <li>- The effects of natural disasters to people and earth's features</li> <li>- Community preparedness for natural disasters</li> </ul>	<p><b>Unit Title:</b> What a Wonderful World!</p> <p><b>Central Idea:</b> People have needs and wants that are fulfilled by the roles and responsibilities of community members.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The needs and wants of a community.</li> <li>- The roles and responsibilities of community members.</li> <li>- The services within a community.</li> </ul>	<p><b>Unit Title:</b> Japanese Folktales</p> <p><b>Central Idea:</b> Stories from different cultures provide a window into our culture and mold our understanding of who we are.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Stories from different cultures</li> <li>- How stories shape our identity</li> <li>- Connection between stories and our culture</li> </ul>	<p><b>Unit Title:</b> Go To Travel (Japan Prefectures)</p> <p><b>Central Idea:</b> The characteristics of places we explore help us understand people's culture and traditions.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Symbols, arts, sports, culture</li> <li>- Characteristics and features of a location</li> <li>- Exploring traditions</li> </ul>	<p><b>Unit Title:</b> The Young Artists</p> <p><b>Central Idea:</b> Music and dance are forms of expressions we use to communicate with other people.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Feelings and emotions evoked by music and dance</li> <li>- How music and dance are used as a mode of expression</li> <li>- How music and dance tell people's cultures from around the world</li> </ul>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>- Change</li> <li>- Form</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Change</li> <li>- Causation</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Causation</li> <li>- Connection</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Change</li> <li>- Connection</li> </ul>	<ul style="list-style-type: none"> <li>- Connection</li> <li>- Form</li> <li>- Perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Perspective</li> <li>- Connection</li> </ul>
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>- Adaptation</li> <li>- Environment</li> <li>- Survival</li> </ul>	<ul style="list-style-type: none"> <li>- Movement</li> <li>- Impact</li> <li>- Consequences</li> </ul>	<ul style="list-style-type: none"> <li>- System</li> <li>- Relationships</li> <li>- Meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Stories</li> <li>- Identity</li> <li>- Culture</li> </ul>	<ul style="list-style-type: none"> <li>- Location</li> <li>- Traditions</li> <li>- Explorations</li> </ul>	<ul style="list-style-type: none"> <li>- Audience</li> <li>- Presentation</li> <li>- Expression</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Thinking</li> <li>- Communication</li> </ul>	<ul style="list-style-type: none"> <li>- Research</li> <li>- Social</li> </ul>	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Self-management</li> </ul>	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Social</li> <li>- Research</li> </ul>	<ul style="list-style-type: none"> <li>- Social</li> <li>- Self-management</li> </ul>
<b>Learner Profile</b>	<ul style="list-style-type: none"> <li>- Caring</li> <li>- Balanced</li> <li>- Thinker</li> </ul>	<ul style="list-style-type: none"> <li>- Inquirer</li> <li>- Risk-Taker</li> <li>- Communicator</li> </ul>	<ul style="list-style-type: none"> <li>- Risk-taker</li> <li>- Principled</li> <li>- Reflective</li> </ul>	<ul style="list-style-type: none"> <li>- Caring</li> <li>- Reflective</li> <li>- Balanced</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledgeable</li> <li>- Inquirer</li> <li>- Caring</li> </ul>	<ul style="list-style-type: none"> <li>- Reflective</li> <li>- Principled</li> <li>- Balanced</li> </ul>
<b>Subject Areas</b>	<ul style="list-style-type: none"> <li>- Science</li> <li>- Math</li> <li>- English</li> <li>- Social Science</li> <li>- Music</li> <li>- Japanese (F)</li> <li>- HPE (F)</li> </ul>	<ul style="list-style-type: none"> <li>- Science</li> <li>- English</li> <li>- Social Sciences</li> <li>- Music</li> <li>- HPE</li> <li>- Math</li> </ul>	<ul style="list-style-type: none"> <li>- Social Sciences</li> <li>- Math</li> <li>- Kokugo (F)</li> <li>- Music</li> <li>- Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>- Social Sciences</li> <li>- HPE</li> <li>- English</li> <li>- Music</li> <li>- Visual Arts</li> <li>- Kokugo (F)</li> <li>- Japanese (P)</li> </ul>	<ul style="list-style-type: none"> <li>- Social Sciences</li> <li>- Science</li> <li>- English</li> <li>- Music</li> <li>- Kokugo (P)</li> <li>- Japanese (F)</li> </ul>	<ul style="list-style-type: none"> <li>- Music</li> <li>- HPE</li> <li>- English</li> <li>- Social Science</li> <li>- Visual Arts</li> </ul>

Grade 3	An inquiry into: <i>Sharing the planet</i>	An inquiry into: <i>How the world works</i>	An inquiry into: <i>How we organize ourselves</i>	An inquiry into: <i>Who we are</i>	An inquiry into: <i>Where we are in place and time</i>	An inquiry into: <i>How we express ourselves</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.	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.	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.	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.	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.	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.
	<p><b>Unit Title:</b> The Living World</p> <p><b>Central Idea:</b> Animals have unique features and important roles in the environment.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Plant and animal classification</li> <li>- Geographic features that serve as habitat for animals</li> <li>- How animals useful for the health of the environment</li> </ul>	<p><b>Unit Title:</b> Living Together</p> <p><b>Central Idea:</b> Organisms depend on cycles to survive.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Characteristics of major biomes</li> <li>- Ecosystems, food chains, and food webs</li> <li>- Human impact on ecosystems</li> </ul>	<p><b>Unit Title:</b> Yes, We Can!</p> <p><b>Central Idea:</b> Systems need to be in place to maintain the organization in communities.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Communities through time (Stone Age, Bronze Age, Iron Age, Early Japanese period, Old Kingdom Egypt)</li> <li>- Factors that lead to organization (habitat, resources, natural disasters)</li> <li>- Functions of members in a community</li> </ul>	<p><b>Unit Title:</b> Culture Shock</p> <p><b>Central Idea:</b> Our beliefs, values, and experiences play an important role in shaping our cultures.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Beliefs and values that help form cultures</li> <li>- Organized religions</li> <li>- The impact of beliefs and values on society</li> </ul>	<p><b>Unit Title:</b> Back to the Future</p> <p><b>Central Idea:</b> Inventions affect our lives today and will continue to impact our future.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Inventors and their inventions</li> <li>- How inventions affect our lives</li> <li>- Innovating for the future</li> </ul>	<p><b>Unit Title:</b> It's Showtime!</p> <p><b>Central Idea:</b> Stories can be created and told using various art forms.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Using figurative language in enhancing scripts (K)</li> <li>- Using the elements of music to create an original song (R)</li> <li>- Using the elements of drama to create a story (T&amp;R)</li> </ul>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Function</li> <li>- Connection</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Connection</li> <li>- Change</li> </ul>	<ul style="list-style-type: none"> <li>- Connection</li> <li>- Function</li> <li>- Causation</li> </ul>	<ul style="list-style-type: none"> <li>- Causation</li> <li>- Connection</li> <li>- Perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Function</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Function</li> <li>- Perspective</li> </ul>
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>- Impact</li> <li>- Habitat</li> <li>- Ecosystem</li> </ul>	<ul style="list-style-type: none"> <li>- Ecosystem</li> <li>- Biodiversity</li> <li>- Conservation</li> </ul>	<ul style="list-style-type: none"> <li>- Resource</li> <li>- Community</li> <li>- Adaptation</li> </ul>	<ul style="list-style-type: none"> <li>- Culture</li> <li>- Beliefs</li> <li>- Identity</li> </ul>	<ul style="list-style-type: none"> <li>- Innovation</li> <li>- Impact</li> <li>- Technology</li> </ul>	<ul style="list-style-type: none"> <li>- Interpretation</li> <li>- Performance</li> <li>- Audience</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Thinking skills</li> <li>- Communication skills</li> <li>- Research skills</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking skills</li> <li>- Communication skills</li> <li>- Self-Management Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Social Skills</li> <li>- Communication skills</li> <li>- Thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>- Self-Management Skills</li> <li>- Social Skills</li> <li>- Research Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Research Skills</li> <li>- Communication Skills</li> <li>- Self-Management Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Social Skills</li> <li>- Communication Skills</li> </ul>
<b>Learner Profile</b>	<ul style="list-style-type: none"> <li>- Caring</li> <li>- Inquirer</li> <li>- Thinkers</li> </ul>	<ul style="list-style-type: none"> <li>- Inquirers</li> <li>- Thinkers</li> <li>- Knowledgeable</li> </ul>	<ul style="list-style-type: none"> <li>- Caring</li> <li>- Thinkers</li> <li>- Risk-Takers</li> </ul>	<ul style="list-style-type: none"> <li>- Open-Minded</li> <li>- Reflective</li> <li>- Communicator</li> </ul>	<ul style="list-style-type: none"> <li>- Reflective</li> <li>- Communicator</li> <li>- Open-Minded</li> </ul>	<ul style="list-style-type: none"> <li>- Risk-Takers</li> <li>- Communicators</li> <li>- Open-Minded</li> </ul>
<b>Subject Areas</b>	<ul style="list-style-type: none"> <li>- Science (F)</li> <li>- Social Science (F)</li> <li>- Kokugo (F)</li> <li>- HPE (F)</li> </ul>	<ul style="list-style-type: none"> <li>- Science (F)</li> <li>- English (F)</li> <li>- HPE</li> <li>- Visual Arts (F)</li> <li>- Music (P)</li> </ul>	<ul style="list-style-type: none"> <li>- Science (F)</li> <li>- English (F)</li> <li>- Social Science (F)</li> <li>- Music (F)</li> </ul>	<ul style="list-style-type: none"> <li>- Social Studies</li> <li>- English</li> </ul>	<ul style="list-style-type: none"> <li>- Science</li> <li>- English</li> <li>- Music</li> <li>- HPE</li> </ul>	<ul style="list-style-type: none"> <li>- English (F)</li> <li>- Music (F)</li> <li>- HPE</li> <li>- Kokugo (P)</li> <li>- Visual Art (F)</li> </ul>

Grade 4	An inquiry into: <b>Sharing the planet</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>
	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p><b>Unit Title:</b> Garden Project</p> <p><b>Central Idea:</b> All living things are interconnected.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- All living things have needs that they need to fulfill</li> <li>- Things adapt to their surroundings in order to survive under differing circumstances</li> <li>- Living things are connected to and reliant on their surroundings</li> </ul>	<p><b>Unit Title:</b> Forces Around Us</p> <p><b>Central Idea:</b> Our world works according to certain rules.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- There are different types of motion</li> <li>- Motion can be affected by a variety of forces.</li> <li>- Energy cannot be created or destroyed, only changes in form.</li> </ul>	<p><b>Unit Title:</b> Collaboration</p> <p><b>Central Idea:</b> Government decisions play a role in how citizens experience life</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How governance affects individuals and groups</li> <li>- Government systems and processes</li> <li>- Citizenship</li> </ul>	<p><b>Unit Title:</b> Migration</p> <p><b>Central Idea:</b> Challenges and opportunities lead to human migration</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Forms of migration</li> <li>• Push and pull factors of migration</li> <li>• Effects and impact of migration</li> </ul>	<p><b>Unit Title:</b> Exploration</p> <p><b>Central Idea:</b> Exploration leads to discoveries, opportunities and new understandings.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Reasons for explorations</li> <li>- Explorations through time</li> <li>- Consequences of exploration</li> </ul>	<p><b>Unit Title:</b> Communication</p> <p><b>Central Idea:</b> We can express ourselves in a variety of ways</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- We express ourselves with purpose</li> <li>- We should choose how we communicate in a thoughtful manner</li> <li>- There are many factors that influence how we communicate and express ourselves.</li> </ul>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>- Function</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Causation</li> <li>- Function</li> <li>- Connection</li> </ul>	<ul style="list-style-type: none"> <li>- Responsibility</li> <li>- Connection</li> <li>- Function</li> </ul>	<ul style="list-style-type: none"> <li>- Causation</li> <li>- Form</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Perspective</li> <li>- Causation</li> <li>- Change</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> </ul>
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>- Cycle</li> <li>- Conservation</li> </ul>	<ul style="list-style-type: none"> <li>- Impact</li> <li>- Order</li> </ul>	<ul style="list-style-type: none"> <li>- System</li> <li>- Interdependence</li> </ul>	<ul style="list-style-type: none"> <li>- Migration</li> <li>- Patterns</li> <li>- Interaction</li> </ul>	<ul style="list-style-type: none"> <li>- Exploration</li> <li>- Discovery</li> <li>- Innovation</li> </ul>	<ul style="list-style-type: none"> <li>- Expressions</li> <li>- Audience</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Research Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Self-Management Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Communication Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Research Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Social Skills</li> </ul>
<b>Learner Profile</b>	<ul style="list-style-type: none"> <li>- Risk-Takers</li> <li>- Reflective</li> <li>- Principled</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledgeable</li> <li>- Thinkers</li> </ul>	<ul style="list-style-type: none"> <li>- Principled</li> <li>- Balanced</li> </ul>	<ul style="list-style-type: none"> <li>- Inquirers</li> <li>- Communicators</li> </ul>	<ul style="list-style-type: none"> <li>- Risk-taker</li> <li>- Thinker</li> </ul>	<ul style="list-style-type: none"> <li>- Open-minded</li> <li>- Communicators</li> </ul>
<b>Subject Areas</b>	<ul style="list-style-type: none"> <li>- Science</li> <li>- English</li> <li>- Social Science (ancient civilizations)</li> <li>- HPE</li> <li>- Japanese</li> </ul>	<ul style="list-style-type: none"> <li>- Science (Forces and Motion)</li> <li>- Kokugo</li> <li>- Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>- Social Sciences (Government)</li> <li>- English</li> <li>- Science (Ecosystems)</li> <li>- Music</li> <li>- HPE</li> <li>- kokug0</li> </ul>	<ul style="list-style-type: none"> <li>- Social Sciences (religion)</li> <li>- English</li> <li>- Music</li> <li>- HPE</li> </ul>	<ul style="list-style-type: none"> <li>- English (Informative Essay)</li> <li>- Science (Ways of navigation in history)</li> <li>- History (Age of Exploration)</li> <li>- Kokugo</li> <li>- Music</li> </ul>	<ul style="list-style-type: none"> <li>- English (Author Purpose and Genre)</li> <li>- HPE</li> <li>- Music</li> <li>- Visual Arts</li> </ul>

Grade 5	An inquiry into: <i>Sharing the planet</i>	An inquiry into: <i>How the world works</i>	An inquiry into: <i>How we organize ourselves</i>	An inquiry into: <i>Who we are</i>	An inquiry into: <i>Where we are in place and time</i>	An inquiry into: <i>How we express ourselves</i>
	<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>	<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>	<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>	<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>	<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>	<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>
	<p><b>Unit Title:</b> Garden Project</p> <p><b>Central Idea:</b> Earth's resources and economic activities have impacts on biodiversity.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The relationship between human activities and Earth's systems</li> <li>- Threats facing biodiversity as a result of human activities and economic development</li> <li>- Local and global problems today that can be solved by farming and understanding of agriculture</li> </ul>	<p><b>Unit Title:</b> Extreme Earth</p> <p><b>Central Idea:</b> The Earth's changes are caused by different phenomena.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The interrelatedness of the components of the earth</li> <li>- Changes brought by man-made and natural causes</li> <li>- How Earth's changes impact humans</li> </ul>	<p><b>Unit Title:</b> Community &amp; Resources</p> <p><b>Central Idea:</b> The communities that humans form are dependent on their needs and resources.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Resources that are important to a society</li> <li>- The impacts of resource distribution</li> <li>- The responsibility of managing resources</li> </ul>	<p><b>Unit Title:</b> World Religions</p> <p><b>Central Idea:</b> Beliefs and values influence our daily lives.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Traditions that are shaped by religions</li> <li>- Systems of the human body which can be interdependent with a religion</li> <li>- How beliefs impact lifestyles</li> </ul>	<p><b>Unit Title:</b> A Whole New World</p> <p><b>Central Idea:</b> Traditions are shaped by histories and cultures.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- World events, traditions, and celebrations</li> <li>- Causes and consequences of significant events</li> <li>- How the past contributes to our understanding of cultures and traditions</li> </ul>	<p><b>Unit Title:</b> Dream Academy (Young Americans)</p> <p><b>Central Idea:</b> Multiple artistic and athletic techniques can come together when creating a show.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The elements of art and physical education that are combined in dance</li> <li>- Techniques that form a movement pattern</li> <li>- Kinds of performances that are present in all cultures</li> </ul>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>- Connection</li> <li>- Function</li> </ul>	<ul style="list-style-type: none"> <li>- Causation</li> <li>- Change</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Responsibility</li> <li>- Function</li> </ul>	<ul style="list-style-type: none"> <li>- Connection</li> <li>- Function</li> <li>- Perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Change</li> <li>- Connection</li> <li>- Causation</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Responsibility</li> <li>- Connection</li> </ul>
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>- Biodiversity</li> <li>- Conservation</li> <li>- Consequences</li> </ul>	<ul style="list-style-type: none"> <li>- Geology</li> <li>- Impact</li> <li>- Transformation</li> </ul>	<ul style="list-style-type: none"> <li>- Systems</li> <li>- Equity</li> <li>- Resources</li> </ul>	<ul style="list-style-type: none"> <li>- Religion</li> <li>- Identity</li> <li>- Values</li> </ul>	<ul style="list-style-type: none"> <li>- Culture</li> <li>- History</li> <li>- Traditions</li> </ul>	<ul style="list-style-type: none"> <li>- Movement</li> <li>- Balance</li> <li>- Form</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Communication Skills</li> <li>- Research Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Social Skills</li> <li>- Self-management Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking Skills</li> <li>- Self-management Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking Skills</li> <li>- Research Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Social Skills</li> <li>- Self-management Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Communication Skills</li> <li>- Social Skills</li> </ul>
<b>Learner Profile</b>	<ul style="list-style-type: none"> <li>- Thinker</li> <li>- Caring</li> <li>- Knowledgeable</li> </ul>	<ul style="list-style-type: none"> <li>- Risk Taker</li> <li>- Communicator</li> <li>- Inquirer</li> </ul>	<ul style="list-style-type: none"> <li>- Open-minded</li> <li>- Thinker</li> <li>- Communicator</li> </ul>	<ul style="list-style-type: none"> <li>- Caring</li> <li>- Balanced</li> <li>- Principled</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledgeable</li> <li>- Open-minded</li> <li>- Reflective</li> </ul>	<ul style="list-style-type: none"> <li>- Communicator</li> <li>- Risk-taker</li> <li>- Reflective</li> </ul>
<b>Subject Areas</b>	<ul style="list-style-type: none"> <li>- Science</li> <li>- Social Science</li> <li>- Visual Arts</li> <li>- Japanese</li> <li>- Kokugo</li> <li>- HPE</li> </ul>	<ul style="list-style-type: none"> <li>- Science</li> <li>- Social Science</li> <li>- Math</li> <li>- Music</li> </ul>	<ul style="list-style-type: none"> <li>- Social Science</li> <li>- Science</li> <li>- Math</li> <li>- Music</li> </ul>	<ul style="list-style-type: none"> <li>- English</li> <li>- Kokugo (Dialects)</li> <li>- Music</li> <li>- Visual Arts</li> <li>- HPE</li> </ul>	<ul style="list-style-type: none"> <li>- Visual Arts</li> <li>- Math</li> <li>- Japanese</li> <li>- Social Science</li> <li>- Music</li> <li>- HPE</li> </ul>	<ul style="list-style-type: none"> <li>- Music</li> <li>- HPE</li> </ul>

Grade 6	An inquiry into: <i>Sharing the planet</i>	An inquiry into: <i>How the world works</i>	An inquiry into: <i>How we organize ourselves</i>	An inquiry into: <i>Who we are</i>	An inquiry into: <i>Where we are in place and time</i>	An inquiry into: <i>How we express ourselves</i>
	<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>	<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>	<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>	<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>	<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>	<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>
	<p><b>Unit Title:</b> Our World is Constantly Changing</p> <p><b>Central Idea:</b> Physical world is constantly changing as a result of natural and human impact</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Natural processes that change our world</li> <li>- Human influence changes our world - global warming, destroying habitats, tourism</li> <li>- Responsibility to manage the environment</li> </ul>	<p><b>Unit Title:</b> Science in Everyday Life</p> <p><b>Central Idea:</b> Energy may be used as a tool to advance human and scientific progress</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Formation and conversion of energy</li> <li>- Role of energy in human society and scientific advances</li> <li>- Impact and sustainability of energy</li> </ul>	<p><b>Unit Title:</b></p> <p><b>Central Idea:</b> Organizations exist as a result of conflict.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Forms of conflict</li> <li>- Roles of organizations in resolving conflict.</li> <li>- Ways to resolve conflict</li> </ul>	<p><b>Unit Title:</b> I'm Human</p> <p><b>Central Idea:</b> Complex factors affect human growth and development</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Structure and functions of systems</li> <li>- Interdependence and interactions of systems</li> <li>- Our rights and responsibilities in a system</li> </ul>	<p><b>Unit Title:</b> Man, Natural Environment, and Development</p> <p><b>Central Idea:</b> The interaction between people and the natural environment impacts its development and the community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The causes of development</li> <li>• Responsibilities when developing natural environments</li> <li>• The ways development is connected to trends and needs.</li> </ul>	<p><b>Unit Title:</b> Young Americans / Becoming the Best Version of Yourself</p> <p><b>Central Idea:</b> Persuasive language, presentation and images affect our choices and our behaviour project an aspect of our identity.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How appearance and behaviour influence our perception of others</li> <li>- The influence of cultural and social norms on how we present ourselves</li> <li>- Dance and fashion as a form of expression</li> </ul>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Function</li> <li>- Connection</li> </ul>	<ul style="list-style-type: none"> <li>- Change</li> <li>- Connection</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Responsibility</li> <li>- Form</li> <li>- Function</li> </ul>	<ul style="list-style-type: none"> <li>- Function</li> <li>- Connection</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Causation</li> <li>- Responsibility</li> <li>- Connection</li> </ul>	<ul style="list-style-type: none"> <li>- Change</li> <li>- Perspective</li> </ul>
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>- Interdependence</li> <li>- Technology</li> </ul>	<ul style="list-style-type: none"> <li>- Conversion</li> <li>- Innovation</li> <li>- Impact</li> <li>- Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperation</li> <li>- Conflict</li> <li>- Organization</li> </ul>	<ul style="list-style-type: none"> <li>- Relations</li> <li>- Systems</li> <li>- Interactions</li> </ul>	<ul style="list-style-type: none"> <li>- Development</li> <li>- Trends</li> <li>- Needs</li> </ul>	<ul style="list-style-type: none"> <li>- Identity</li> <li>- Image</li> <li>- Impression</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Social skills</li> <li>- Communication skills</li> <li>- Research skills</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking skills</li> <li>- Research skills</li> <li>- Self - Management skills</li> </ul>	<ul style="list-style-type: none"> <li>- Social skills</li> <li>- Thinking skills</li> <li>- Research skills</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking skills</li> <li>- Social Skills</li> <li>- Self - Management skills</li> </ul>	<ul style="list-style-type: none"> <li>- Communication skills</li> <li>- Social Skills</li> <li>- Research skills</li> </ul>	<ul style="list-style-type: none"> <li>- Communication skills</li> <li>- Self - Management skills</li> <li>- Research skills</li> </ul>
<b>Learner Profile</b>	<ul style="list-style-type: none"> <li>- Reflective</li> <li>- Caring</li> </ul>	<ul style="list-style-type: none"> <li>- Communicator</li> <li>- Thinker</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledgeable</li> <li>- Reflective</li> </ul>	<ul style="list-style-type: none"> <li>- Caring</li> <li>- Open - Minded</li> </ul>	<ul style="list-style-type: none"> <li>- Communicator</li> <li>- Inquirer</li> </ul>	<ul style="list-style-type: none"> <li>- Risk-Taker</li> <li>- Balanced</li> </ul>
<b>Subject Areas</b>	<ul style="list-style-type: none"> <li>- Social Sciences</li> <li>- Science</li> <li>- English</li> <li>- Math</li> <li>- Visual Arts</li> <li>- HPE</li> </ul>	<ul style="list-style-type: none"> <li>- Social Sciences</li> <li>- Science</li> <li>- English</li> <li>- Japanese</li> <li>- HPE</li> <li>- Music</li> </ul>	<ul style="list-style-type: none"> <li>- Social Science</li> <li>- English</li> </ul>	<ul style="list-style-type: none"> <li>- Social Sciences</li> <li>- Science</li> <li>- English</li> <li>- Kokugo</li> </ul>	<ul style="list-style-type: none"> <li>- Social Sciences</li> <li>- Science</li> <li>- English</li> <li>- Visual Arts</li> <li>- Japanese/Kokugo</li> <li>- Music Individual inquiry &amp; presentation (Exhibition)</li> </ul>	<ul style="list-style-type: none"> <li>- Social Sciences</li> <li>- Science</li> <li>- HPE</li> <li>- English</li> <li>- Music (Appreciation)</li> <li>- Kokugo</li> </ul>