



Sunnybrook School Program of Inquiry 2019-20



| 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 and 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; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and environment. | Sharing the Planet 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. |
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| Junior Kindergarten (4/5) | | | | | |
| Take Care! <u>Central Idea:</u> People use routines to care for themselves and other living things. | Celebrations <u>Central Idea:</u> Celebrations are a group expression of shared values. | Let's Play <u>Central Idea:</u> People learn and express themselves through play. | Sense It! <u>Central Idea:</u> People learn interpret their world by using their five senses. | | Apples & Pumpkins <u>Central Idea:</u> Living things go through life cycles before they are ready to be harvested. |
| Senior Kindergarten(5/6) | | | | | |
| We are Family <u>Central Idea:</u> Families are important in shaping who we are and who we become. | | Express Yourself <u>Central Idea:</u> People respond and communicate through creative expression. | Reasons 4 Seasons <u>Central Idea:</u> The Earth's relationship with the sun causes seasons which impact living things. | How Do You Know? <u>Central Idea:</u> Curiosity leads us to seek out ideas and information from various sources. | Waste Not, Want Not <u>Central Idea:</u> The choices people make about managing their waste have consequences. |
| Grade 1 (6/7) | | | | | |
| The Name Game <u>Central Idea:</u> Names help us understand history and identity. | Move It! <u>Central Idea:</u> Urban and rural communities differ in their transportation needs and systems. | Story Time! <u>Central Idea:</u> Narrative is a powerful form of expression. | What's the Matter? <u>Central Idea:</u> The transformative properties of matter determine the structure of our world. | | Pondering Habitats <u>Central Idea:</u> Every habitat is an interconnected system. |
| Grade 2 (7/8) | | | | | |
| Courage <u>Central Idea:</u> People react and respond to challenging situations in different ways. | Cities <u>Central Idea:</u> Cities evolve in response to a variety of factors. | To Each Their Own <u>Central Idea:</u> Culture and personal taste influence the way we express ourselves. | Structures Around the World <u>Central Idea:</u> Function and stability of different structures are achieved through design. | Making a Difference <u>Central Idea:</u> Awareness of issues can lead people to take action. | The Giving Tree <u>Central Idea:</u> Trees are essential to all living things and are valued for a variety of reasons. |
| Grade 3 (8/9) | | | | | |
| Can You Dig It? <u>Central Idea:</u> Artifacts teach about personal histories and cultures. | Turtle Island <u>Central Idea:</u> The geography of a region has an impact on how people live. | Of Rhyme and Rhythm <u>Central Idea:</u> People express themselves through creating and appreciating poetry. | Natural Disasters <u>Central Idea:</u> The dynamics of the earth cause change, affecting living and nonliving things. | (Net)Working Together <u>Central Idea:</u> The use of social media and digital devices for communication involves unique responsibilities and challenges. | I Will Survive <u>Central Idea:</u> Animal adaptations occur as a result of environmental factors. |
| Grade 4 (9/10) | | | | | |
| What's the Difference? <u>Central Idea:</u> Our perception and understanding of difference changes with experience. | From Coast to Coast to Coast <u>Central Idea:</u> Exploration transforms our understanding of the world and can lead to change. | A Splash of Colour <u>Central Idea:</u> Creating and responding to art reflects personal, emotional and cultural experiences. | Incredible Human Machine <u>Central Idea:</u> Systems of the body work together to maintain health. | Ancient Civilizations <u>Central Idea:</u> Ancient civilizations were organized around the spiritual, economic, and social needs of their people. | Penguins and Polar Bears <u>Central Idea:</u> The geography of the polar regions create unique stewardship and environmental challenges. |
| Grade 5 (10/11) | | | | | |
| Made You Look <u>Central Idea:</u> Media influences what people feel, think, and do. | The Living Planet <u>Central Idea:</u> Distinct geographic features of the earth are the result of dynamic processes. | Good Vibrations <u>Central Idea:</u> Music is a creative form of expression common to all people. | ZZZAP! <u>Central Idea:</u> The properties of energy allow humans to change, store, and use it in different ways. | Dollars and Sense <u>Central Idea:</u> Economic systems enable trade and reflect how societies value goods and services. | Human Impact <u>Central Idea:</u> Human activity has an impact on the environment. |
| Grade 6 (11/12) | | | | | |
| Leadership <u>Central Idea:</u> Understanding yourself as a learner can help develop effective leadership and collaborative skills. | On The Move <u>Central Idea:</u> Throughout history people have been on the move with wide-ranging effects on society. | How Great Thou Art! <u>Central Idea:</u> The tenets of world religions are reflected through art. | The Final Frontier <u>Central Idea:</u> Our understanding of the universe continues to evolve through scientific endeavour. | Who's the Boss? <u>Central Idea:</u> Our perceptions of justice change over time and influence our laws and forms of government. | PYP Exhibition <u>Central Idea:</u> Global citizens are aware of issues and seek solutions through inquiry and understanding of different perspectives. |