



POI (PROGRAM OF INQUIRY)

Age	An inquiry into: <b>Who we are</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>Sharing the planet</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How we organize ourselves</b>
	<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 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 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 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 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 interconnectedness of human-made systems and communities of organizations; societal decision-making; economic activities and their impact on humankind and the environment</i>
Grade 1 6-7 yrs	<p><b>Unit -4 (7 -weeks)</b></p> <p><b>Central idea:</b> We use our body in different ways to learn about ourselves.</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Connection</li> <li>● Responsibility</li> <li>● Perspective</li> </ul> <p><b>Conceptual lens:</b> Growth</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Discovery</li> <li>● Growth</li> <li>● Identity</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● The different ways we use our body to learn</li> <li>● How we grow as learners- Responsibility</li> <li>● How are we unique as learners</li> </ul>	<p><b>Unit -3 (6 -weeks)</b></p> <p><b>Central idea:</b> Materials consist of matter that can be manipulated and changed for a specific purpose.</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Change</li> <li>● Causation</li> </ul> <p><b>Conceptual lens:</b> Change</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Properties</li> <li>● Manipulation</li> <li>● Transformation</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Understanding the properties of material and matter.</li> <li>● States of matter and material can be transformed</li> <li>● Manipulating materials and matter for a purpose</li> </ul>	<p><b>Unit -5(7-weeks)</b></p> <p><b>Central idea:</b> Narratives over time tell us about history and people</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Perspective</li> <li>● Connection</li> <li>● Change</li> </ul> <p><b>Conceptual lens:</b> History</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● History</li> <li>● Evidence</li> <li>● Identity</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Records of historical evidence and what this conveys (home and community)</li> <li>● The connection between historical evidence, family history and my identity</li> <li>● Curation of historical evidence</li> </ul>	<p><b>Unit -1 (5 weeks)</b></p> <p><b>Central idea:</b> Living things have certain requirements in order to grow and stay healthy.</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Connection</li> <li>● Responsibility</li> </ul> <p><b>Conceptual lens:</b> Well-Being of Living Things</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Characteristics</li> <li>● Care</li> <li>● Needs</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Characteristics of living things around us</li> <li>● living things have certain requirements</li> <li>● Our responsibility towards the well-being of living things</li> </ul>	<p><b>Unit -6 (7 weeks)</b></p> <p><b>Central idea:</b> Different forms of expression can be used to communicate ideas creatively</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Function</li> <li>● Perspective</li> </ul> <p><b>Conceptual lens:</b> Communication</p> <p><b>Related Concepts-</b></p> <ul style="list-style-type: none"> <li>● Communication</li> <li>● Expression</li> <li>● Creativity</li> <li>● Interpretation</li> </ul> <p><b>Lines of Inquiry-</b></p> <ul style="list-style-type: none"> <li>● The different ways we share our ideas and feelings</li> <li>● How we can extend our creativity when expressing our ideas and feelings</li> <li>● How we respond to others' ideas and feelings</li> </ul>	<p><b>Unit -2 (5 weeks)</b></p> <p><b>Central idea:</b> Earth's cycle influences lives of people.</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Connection</li> <li>● Change</li> <li>● Causation</li> </ul> <p><b>Conceptual lens:</b> Cycles</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Cycles</li> <li>● Process</li> <li>● Affect</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Different cycles we experience</li> <li>● Earth's cycles go through a process</li> <li>● How Earth's cycles affect our lives</li> </ul>
	<b>Learner Profile:</b> Inquirer Risk-taker Balanced	<b>Learner Profile:</b> Caring Inquirer Knowledgeable	<b>Learner Profile:</b> Open-minded Inquirer Principled	<b>Learner Profile:</b> Caring Thinker Reflective	<b>Learner Profile:</b> Communicator Thinker Caring	<b>Learner Profile:</b> Reflective Knowledgeable Inquirer

Neev Programme of Inquiry 2019-20

					Open minded	
	<p><b>ATL Skills:</b> Self-management skills-<i>Gross motor skills, Fine motor skills, Spatial awareness, safety</i> Thinking skills - <i>Acquisition of knowledge, Analysis</i> Communication skills</p>	<p><b>ATL Skills:</b> Self- management skills Thinking skills Research skills</p>	<p><b>ATL Skills:</b> Research skills Communication skills</p>	<p><b>ATL Skills:</b> Thinking skills Research skills</p>	<p><b>ATL Skills:</b> Communication Social Thinking</p>	<p><b>ATL Skills:</b> Research skills Thinking skills</p>
	<p><b>Transdisciplinary connection:</b> Language - on growth of human body or body parts PE Drama Art - portrait Music - We use are body to create rhythm and our voice to create melody.</p>	<p><b>Transdisciplinary connection:</b> PE- Materials and its properties. They will be using different manipulative skills Art : Manipulation of art materials to express ideas. Explore different art materials to understand their properties. Music - Materials can be used to create different pitches - musical instruments.</p>	<p><b>Transdisciplinary connection:</b> Art Language - opinion and narrative writing Hindi -Stories, Identity , How they learn about their family history. Music: Folk music tell us a story of people from different places and times.</p>	<p><b>Transdisciplinary connection:</b> Math - measurements Language - small moments</p>	<p><b>Transdisciplinary connection:</b> PE- How team games need players to communicate and play. Drama- Ways in which we can communicate. Language- Narrative writing</p>	<p><b>Transdisciplinary connection:</b> Math - Time (days, months,weeks, years) Language - Information booklet on shadows , earth cycles Art Connection - Connecting to the concept of patterns which are also repetitive like cycles. P.E - How rotation and revolution affect the games we play, the clothes we play during PE. Connecting to why PE is in the morning.</p>

Age	An inquiry into: <b>Who we are</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>Sharing the planet</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How we organize ourselves</b>
	<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 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 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 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 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 interconnectedness of human-made systems and communities of organizations; societal decision-making; economic activities and their impact on humankind and the environment</i>
Grade 2 7-8 yrs	<p><b>Unit -1</b> <b>Science based</b> <b>6 weeks</b></p> <p><b>Central Idea:</b>The choices we make impact our wellbeing</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Causation</li> <li>● Responsibility</li> </ul> <p><b>Conceptual Lens:</b> Well-Being</p> <p><b>Related Concepts:</b></p> <ul style="list-style-type: none"> <li>● Factors (of health)</li> <li>● Balance</li> <li>● Wellbeing</li> <li>● Choice</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Factors that affect healthy living</li> <li>● Balancing various aspects impacts wellbeing</li> <li>● Making appropriate choices for our wellbeing</li> </ul>	<p><b>Unit -5</b> <b>Science based</b> <b>7 weeks</b></p> <p><b>Central idea:</b></p> <p>Our daily lives are influenced by the forces that we experience</p> <p><b>Key Concepts-</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Function</li> <li>● Causation</li> </ul> <p><b>Conceptual Lens :</b> Forces</p> <p><b>Related Concepts-</b></p> <ul style="list-style-type: none"> <li>● Forces- (Gravity , speed and motion, resistance, friction and magnetism)</li> <li>● influence</li> </ul> <p><b>Lines of Inquiry -</b></p> <p>An inquiry into</p> <ul style="list-style-type: none"> <li>● Different forces we experience</li> <li>● How forces work (Function- Friction, Gravity and Magnetism )</li> <li>● How forces can be used in our daily lives</li> </ul>	<p><b>Unit -2</b> <b>Social science</b> <b>5 weeks</b></p> <p><b>Central idea:</b></p> <p>Where We Live Influences our lifestyle</p> <p><b>Key concepts-</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Connection</li> <li>● Causation</li> </ul> <p><b>Conceptual Lens :</b> Geography</p> <p><b>Related Concepts-</b></p> <ul style="list-style-type: none"> <li>● Geography</li> <li>● Impact</li> <li>● Lifestyle</li> </ul> <p><b>Lines of Inquiry-</b></p> <ul style="list-style-type: none"> <li>● The Geography of different places</li> <li>● Various lifestyles in different places</li> <li>● The impact of geography on our lifestyle</li> </ul>	<p><b>Unit -3</b> <b>Science and Social Science based</b> <b>6 weeks</b></p> <p><b>Central idea:</b></p> <p>Living things can adapt in order to survive.</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Function</li> <li>● Causation</li> <li>● Responsibility</li> </ul> <p><b>Conceptual Lens :</b> Adaptation</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Needs</li> <li>● adaptation</li> <li>● Survival</li> <li>● Extinction (endangerment )</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● The needs of living things</li> <li>● How living things adapt to their surroundings</li> <li>● Living things may become endangered or extinct</li> <li>● The ways we can help living things survive</li> </ul>	<p><b>Unit -4</b> <b>Social Science based</b> <b>7 weeks</b></p> <p><b>Central idea</b></p> <p>Rituals and traditions enable people to express their culture</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● connection</li> <li>● Perspective</li> </ul> <p><b>Conceptual Lens :</b> Respect</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Rituals</li> <li>● Traditions</li> <li>● Culture</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● The rituals and traditions in my culture and others</li> <li>● the similarities and differences between the way we express our cultures</li> <li>● ways in which we can show respect to other cultures</li> </ul>	<p><b>Unit-6</b> <b>Science based</b> <b>7 weeks</b></p> <p><b>Central Idea:</b></p> <p>Structures are designed to meet the needs of people.</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Function</li> <li>● Connection</li> </ul> <p><b>Conceptual Lens :</b> Design</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Structure</li> <li>● Design</li> <li>● Needs</li> </ul> <p><b>Lines of Inquiry-</b></p> <ul style="list-style-type: none"> <li>● Structures we use in our daily lives</li> <li>● how structures are designed to meet our needs</li> <li>● how we can improve the design of structures</li> </ul>

Neev Programme of Inquiry 2019-20

	<b>Learner Profile:</b> Balanced Reflective	<b>Learner Profile:</b> Inquirer risk taker	<b>Learner Profile:</b> Knowledgeable Thinker	<b>Learner Profile:</b> Caring Principled	<b>Learner Profile:</b> Open-minded Communicator	<b>Learner Profile:</b> Inquirer Thinker
	<b>ATL Skills:</b> Self-management skills Thinking skills	<b>Skills:</b> Thinking skills Self-Management skills	<b>Skills:</b> Research skills Thinking skills	<b>Skills:</b> Thinking skills Research skills	<b>Skills:</b> Communication skills Social skills Research skills	<b>ATL Skills:</b> Self- management skills Thinking skills
	<b>Transdisciplinary connection:</b> PE Art Hindi Music : We improve our mental health, emotional health and stress through learning music.	<b>Transdisciplinary connection:</b> Drama PE Music : The amount of force we use while playing instruments, can help us improve the sound and tone quality of our performance.	<b>Transdisciplinary connection:</b> Hindi Art Music : Songs can reflect the geographical location of a place - Mountains, rivers, sea.	<b>Transdisciplinary connection:</b> Art Drama Music : Musical styles are adapted to current trends in the world in order to be relevant.	<b>Transdisciplinary connection:</b> Drama Music- Culture and rituals influences the music of a place. Hindi	<b>Transdisciplinary connection:</b> Art Music - Patterns help us create musical structures.

Age	An inquiry into: <b>Who we are</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>Sharing the planet</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How we organize ourselves</b>
	<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 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 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 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 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 interconnectedness of human-made systems and communities of organizations; societal decision-making; economic activities and their impact on humankind and the environment</i>
Grade 3 8-9 yrs	<p><b>Unit 5</b> <b>6 weeks</b></p> <p><b>Central idea:</b> Choice of role models reflect the values of individuals and society.</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Perspective</li> <li>● Connection</li> </ul> <p><b>Conceptual Lens:</b> Values</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Role Models</li> <li>● Values</li> <li>● Society</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Role models in a society</li> <li>● Where values come from</li> <li>● Connection between role models and society.</li> </ul>	<p><b>Unit 6</b> <b>6-7 weeks</b></p> <p><b>Central idea:</b> Life is a process of change.</p> <p><b>Key concepts-</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Change</li> <li>● Causation</li> </ul> <p><b>Conceptual Lens:</b> Life cycle</p> <p><b>Related concepts-</b></p> <ul style="list-style-type: none"> <li>● Classification</li> <li>● Life cycles</li> <li>● Factors</li> <li>● Impact</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Classification of living things</li> <li>● Living things undergo changes over their lifetime</li> <li>● Factors that affect life cycles.</li> </ul>	<p><b>Unit 3</b> <b>6 weeks</b></p> <p><b>Central Idea:</b> Exploration can lead to discoveries and new opportunities</p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>● Causation</li> <li>● Function</li> <li>● Change</li> </ul> <p><b>Conceptual Lens:</b> Exploration</p> <p><b>Related Concepts</b></p> <ul style="list-style-type: none"> <li>● Exploration</li> <li>● Discovery</li> <li>● Impact</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● Reasons for exploration</li> <li>● How exploration is carried out</li> <li>● Impact of exploration</li> </ul>	<p><b>Unit 2</b> <b>6 weeks</b></p> <p><b>Central idea:</b> Fresh water is essential to life, and is a limited resource for many people.</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Causation</li> <li>● Responsibility</li> </ul> <p><b>Conceptual Lens:</b> limited resource</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Source</li> <li>● Limited Resource</li> <li>● Action</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Sources of water and its distribution</li> <li>● How availability of freshwater can be challenging</li> <li>● Our responsibilities regarding water</li> </ul>	<p><b>Unit 4</b> <b>7 weeks</b></p> <p><b>Central idea:</b> People can use art as a medium to express social issues</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Connection</li> <li>● Form</li> <li>● Perspective</li> </ul> <p><b>Conceptual Lens:</b> express</p> <p><b>Related Concepts:</b></p> <ul style="list-style-type: none"> <li>● Social issues</li> <li>● Medium</li> <li>● Expression</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Understanding different social issues</li> <li>● How people represent what they think about social issues</li> <li>● How we interpret art in different ways</li> </ul>	<p><b>Unit 1</b> <b>5 weeks</b></p> <p><b>Central idea:</b> Systems can be developed to meet the needs of a community</p> <p><b>Key Concepts-</b></p> <ul style="list-style-type: none"> <li>● Function</li> <li>● Connection</li> <li>● Causation</li> </ul> <p><b>Conceptual Lens:</b> needs</p> <p><b>Related Concepts-</b></p> <ul style="list-style-type: none"> <li>● Systems</li> <li>● Interdependence</li> <li>● Communities</li> </ul> <p><b>Lines of Inquiry-</b></p> <ul style="list-style-type: none"> <li>● Various systems around us</li> <li>● Interdependence of system</li> <li>● Evaluation of systems to ensure our needs are met</li> </ul>
	<b>Learner Profile:</b> Principled Reflective	<b>Learner Profile:</b> Knowledgeable Thinker	<b>Learner Profile:</b> Open minded Risk taker	<b>Learner Profile:</b> Caring Balanced	<b>Learner Profile:</b> Open Minded Communicator	<b>Learner Profile:</b> Inquirer Reflective

Neev Programme of Inquiry 2019-20

	<b>ATL Skills:</b> Communication Skills-Literacy Research Skills-Information Literacy	<b>ATL Skills:</b> Research skills-Data gathering and Recording Thinking skills-Information transfer	<b>ATL Skills:</b> Self management-States of Mind Thinking Skills-Critical Thinking	<b>ATL Skills:</b> Thinking skills-Metacognition Communication Skills-Exchanging Information	<b>ATL Skills:</b> Communication-(all three) Social Skills- Interpersonal and Social and emotional intelligence	<b>ATL Skills:</b> Thinking skills -Critical thinking Research Skills-Information Literacy
	<b>Transdisciplinary connection:</b> Connection with Hindi Art (artists as role models) Music: Musicians as role models through their music and personal style. Language PSPE	<b>Transdisciplinary connection:</b> <b>Hindi</b> <b>Integration with drama-</b> Depicting life cycle of different animals through drama	<b>Transdisciplinary connection:</b> Students will explore into their own self when they are introduced to swimming. PHE	<b>Transdisciplinary connection:</b> Integration with Drama: Case studies Math - Data Handling PHE	<b>Transdisciplinary connection:</b> <b>Music:</b> Musicians have helped bring about social change through their music. Art: Students explore medium and expressions. Integration with Drama and second languages	<b>Transdisciplinary connection:</b> Language Art

Age	An inquiry into: <b>Who we are</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>Sharing the planet</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How we organize ourselves</b>
	<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 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 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 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 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 interconnectedness of human-made systems and communities of organizations; societal decision-making; economic activities and their impact on humankind and the environment</i>
Grade 4 9-10 yrs	<p><b>Unit 1</b> <b>6 Weeks</b></p> <p><b>Central idea:</b> Effective interactions between human body systems can contribute to health and survival.</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Function</li> <li>● Connection</li> <li>● Responsibility</li> </ul> <p><b>Conceptual Lens:</b> Well- Being</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Systems</li> <li>● Interdependence</li> <li>● Health</li> <li>● Choices</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Body systems and how they work</li> <li>● How body systems are interdependent</li> <li>● Impact of lifestyle choices on the body</li> </ul>	<p><b>Unit 4</b> <b>6- 7 weeks</b></p> <p><b>Central Idea:</b> Survival can result from understanding the continual changing nature of the Earth.</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Causation</li> <li>● Change</li> <li>● Connection</li> </ul> <p><b>Conceptual Lens:</b> Preparedness/Mitigation</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Survival</li> <li>● Disaster</li> <li>● Prediction</li> <li>● response</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● Different types of Natural Disasters on the earth and where we live</li> <li>● Cause of Natural Disasters</li> <li>● Human preparation and response to natural disasters</li> </ul>	<p><b>Unit 3</b> <b>7 weeks</b></p> <p><b>Central idea:</b> Past civilizations can shape present day societies</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Function</li> <li>● Connection</li> <li>● Causation</li> </ul> <p><b>Conceptual Lens:</b> learning from the past</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Evidence</li> <li>● History</li> <li>● Society</li> <li>● Civilization</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Characteristics of past civilizations</li> <li>● How we can learn from past civilisation</li> <li>● how past civilisation shape present day society</li> </ul>	<p><b>Unit 2</b> <b>5 weeks</b></p> <p><b>Central idea:</b> The interdependence of living things influences the balance of an ecosystem.</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Connection</li> <li>● Causation</li> <li>● Responsibility</li> </ul> <p><b>Conceptual Lens:</b> Balance</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Interdependence</li> <li>● Ecosystem</li> <li>● Balance</li> <li>● Sustainability</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● Interdependence between living things in different ecosystems</li> <li>● How an ecosystem can become imbalanced</li> <li>● Ways to improve the balance and sustainability of different ecosystems</li> </ul>	<p><b>Unit 5</b> <b>6- 7 weeks</b></p> <p><b>Central Idea:</b> People can create messages in order to persuade others.</p> <p>Conceptual Lens- Persuasion</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Function</li> <li>● Perspective</li> </ul> <p><b>Conceptual Lens:</b> Persuasion</p> <p><b>Related Concepts:</b></p> <ul style="list-style-type: none"> <li>● Media</li> <li>● Message</li> <li>● Persuasion</li> <li>● audience</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● messages in our environment that persuade us</li> <li>● how types of messages work to persuade audiences</li> <li>● how we can create effective messages to change thinking</li> </ul>	<p><b>Unit 6</b> <b>6-7 weeks</b></p> <p><b>Central idea:</b> Economic activities depend on demand and supply</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Function</li> <li>● Connection</li> <li>● Responsibility</li> </ul> <p><b>Conceptual Lens:</b> Economics</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Supply and demand</li> <li>● Interdependence</li> <li>● Inequity</li> <li>● Economic</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● The role of supply and demand</li> <li>● The distribution of goods and services</li> <li>● Our responsibility as consumers</li> </ul>



Neev Programme of Inquiry 2019-20

	<b>Learner Profile:</b> Knowledgeable Balanced	<b>Learner Profile:</b> Caring Knowledgeable Inquirer	<b>Learner Profile:</b> Inquirer Open Minded Communicator	<b>Learner Profile:</b> Caring Balanced	<b>Learner Profile:</b> Communicator Open Minded Risk-Taker	<b>Learner Profile:</b> Risk-Taker Principled Thinker
	<b>ATL Skills:</b> Research Skills Self Management	<b>ATL Skills:</b> Thinking Skills Social Skills	<b>ATL Skills:</b> Research Skills Communication Skills	<b>ATL Skills:</b> Research skills Communication skills	<b>ATL Skills:</b> Communication Skills Social Skills	<b>ATL Skills:</b> Thinking Skills Self Management Skills
	<b>Transdisciplinary connection:</b> Science Based <b>Integration -PE</b> How exercise and fitness lead to balance in overall fitness health and wellbeing -3rd line of Inquiry	<b>Transdisciplinary connection:</b> Social Science- Geography <b>Music Integration</b> -Looking at the Mitigation plan and the response to a disaster	<b>Transdisciplinary connection:</b> Social Studies ( history)  Music : Practices in past civilizations have affected the forms of music. Court music, Religious music, etc.	<b>Transdisciplinary connection:</b>  <b>Art: Madonna</b> (Sustainable use of material around us-3rd line of Inquiry)  <b>Language Acquisition</b> - Talks ,discussions, literature or stories connecting to the theme-Translanguaging connect	<b>Transdisciplinary connection:</b> Language Arts/ Humanities Music : Jingles are composed to sell products or convey other messages.	<b>Transdisciplinary connection:</b> Math Language

Age	An inquiry into: <b>Who we are</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>Sharing the planet</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How we organize ourselves</b>
	<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 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 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 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 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 interconnectedness of human-made systems and communities of organizations; societal decision-making; economic activities and their impact on humankind and the environment</i>
Grade 5 10-11 yrs	<p><b>Unit 4 (5 weeks)</b> <b>Central idea:</b> Changes experienced during adolescence can affect an evolving sense of self. <b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Change</li> <li>● Causation</li> <li>● Perspective</li> </ul> <p><b>Conceptual Lens:</b> Adolescence <b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Self Esteem</li> <li>● Transition</li> <li>● Adolescence</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Physical, social, emotional changes during adolescence</li> <li>● The causes of these changes on our self-esteem</li> <li>● Ways to cope with these changes</li> </ul>	<p><b>Unit 2 (5 weeks)</b> <b>Central idea:</b> Conversion and transformation of energy impacts the environment <b>Key Concepts-</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Function</li> <li>● Change</li> </ul> <p><b>Conceptual Lens:</b> Sustainability <b>Related Concepts-</b></p> <ul style="list-style-type: none"> <li>● Energy,</li> <li>● transformation,</li> <li>● Conversion</li> <li>● Sustainability</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Different forms of energy</li> <li>● How energy is transformed and used</li> <li>● How the process of transforming energy impacts the environment.</li> </ul>	<p><b>Unit 6(8 weeks)</b> <b>Central idea:</b> Human migration is a response to different forces <b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Causation</li> <li>● Connection</li> </ul> <p><b>Conceptual Lens:</b> impact <b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Migration</li> <li>● Forces</li> <li>● Impact</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Different types of migration over time</li> <li>● Reasons for migration</li> <li>● Impacts of migration</li> </ul>	<p><b>Unit 3(6 weeks)</b> <b>Central idea:</b> The inequitable distribution of natural resources can lead to conflicts <b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Causation</li> <li>● Perspective</li> </ul> <p><b>Conceptual Lens:</b> conflict resolution <b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>● Resources</li> <li>● Conflict</li> <li>● Conflict-resolution</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● The distribution of natural resources</li> <li>● Causes and impact of inequitable distribution of natural resources</li> <li>● Resource management can lead to conflict resolution</li> </ul>	<p><b>Unit 5 ( 8 weeks)</b> <b>(Will run parallelly - the first week)</b> <b>Exhibition unit</b> <b>The Exhibition planner will be created by the 5th Grade class later in the 2019 - 2020 school year</b></p> <p><b>Central idea:</b></p> <p><b>Key concepts:</b></p> <p><b>Related concepts:</b></p> <p><b>Lines of inquiry:</b></p>	<p><b>Unit 1(6 weeks)</b> <b>Central idea:</b> Systems used to make decisions shape the rights of its society. <b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>● Function</li> <li>● Causation</li> <li>● Responsibility</li> </ul> <p><b>Conceptual Lens:</b> Decision making <b>Related Concepts:</b></p> <ul style="list-style-type: none"> <li>● Systems,</li> <li>● Decision-making</li> <li>● Rights</li> </ul> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Different systems of decision making</li> <li>● Systems influence the lives of citizens</li> <li>● The rights and responsibilities of citizens lead to improved decision making</li> </ul>
	<b>Learner Profile:</b> Open minded Caring	<b>Learner Profile:</b> Inquirer Caring	<b>Learner Profile:</b> Open Minded Caring	<b>Learner Profile:</b> Reflective Open-minded	<b>Learner Profile:</b>	<b>Learner Profile:</b> Principled Knowledgeable Balanced

Neev Programme of Inquiry 2019-20

	<b>ATL Skills:</b> Communication Skills Thinking Skills Self Management Skills	<b>ATL Skills:</b> Research Skills Thinking Skills	<b>ATL Skills:</b> Social skills Communication skills	<b>ATL Skills:</b> Research skills Social skills	<b>ATL Skills:</b> Communication skills Social skills	<b>ATL Skills:</b> Self-Management skills Communication Skills
	<b>Transdisciplinary connection:</b> Language - Narrative Art P.E P.S.P.E Math	<b>Transdisciplinary connection:</b> Math - Data handling Language - Argumentative	<b>Transdisciplinary connection:</b> 2nd Languages Language - Personal Memoir PSPE Math Music	<b>Transdisciplinary connection:</b> Math - Data handling Language - Report Writing PSPE	<b>Transdisciplinary connection:</b> 2nd Language ICT Language - Project report	<b>Transdisciplinary connection:</b> Drama Language - Report