








Raffles World Academy – Program of Inquiry

Grade 5/Year 6

Students will know ...		Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet	
Trans-disciplinary Theme		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 creativity; our appreciation of the aesthetics	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 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 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	
Students will understand that...		Central Idea	Unit 2: Body Systems Lifestyle choices can determine health in different ways.	Unit 1: Migration Migration can be a response to challenges, risks and opportunities.	Unit 6: Influence of media Interpretation of media can influence our perspective and decision-making.	Unit 3: Energy Energy can be conserved, transformed and used to support progress.	Unit 4: Economics Economics can determine and drive group and individual decisions.	Unit 5: Taking Action (Exhibition) People share responsibility for the world by taking action on local and global issues.
		Lines of Inquiry	<ul style="list-style-type: none"> Body systems Types of health and lifestyle choices Independent responsibility 	<ul style="list-style-type: none"> Migration stories Causes for migration Influence of migration 	<ul style="list-style-type: none"> Types of media Representation of global popular culture through media Interpretation of media 	<ul style="list-style-type: none"> Forms of energy sources Use and transformation of energy Sustainable development 	<ul style="list-style-type: none"> Economic Literacy Financial decision making Responsibility of producers and consumers 	<ul style="list-style-type: none"> Decided by students depending on their inquiry
		Key Concepts	<ul style="list-style-type: none"> Function, causation, responsibility 	<ul style="list-style-type: none"> Causation, change, perspective 	<ul style="list-style-type: none"> Form, connection, responsibility 	<ul style="list-style-type: none"> Form, change, connection 	<ul style="list-style-type: none"> Function, perspective, responsibility 	<ul style="list-style-type: none"> All key concepts are used to drive questioning
		Related Concepts	<ul style="list-style-type: none"> Wellness Health Nutrition 	<ul style="list-style-type: none"> Justice Geography Settlements 	<ul style="list-style-type: none"> Interpretation Expression Performance 	<ul style="list-style-type: none"> Conservation of energy Electricity Technological advances 	<ul style="list-style-type: none"> Government Wealth Supply and demand 	<ul style="list-style-type: none"> Various according to exhibition inquiries
		Teacher Questions	<ul style="list-style-type: none"> Function: How do body systems work? Causation: Why do people need to make informed health related choices? 	<ul style="list-style-type: none"> Causation: Why do living things migrate? Change: What changes occur that cause migration? 	<ul style="list-style-type: none"> Form: What are the different forms of media? Connection: How is media connected to global popular culture? (Influence and power of western media globally) 	<ul style="list-style-type: none"> Form: What are the different forms of energy? Change: How does energy transform? 	<ul style="list-style-type: none"> Function: How do economic principles work? Perspective: How do financial decisions impact groups and individuals? 	<ul style="list-style-type: none"> Student-created key concept questions dependent on inquiry








		<ul style="list-style-type: none"> Responsibility: What responsibility do people have to their lifestyle? 	<ul style="list-style-type: none"> Perspective: In what ways has migration affected societies? 	<ul style="list-style-type: none"> Responsibility: What is our responsibility as producers and consumers of media? 	<ul style="list-style-type: none"> Connection: How is energy connected to innovation? 	<ul style="list-style-type: none"> Responsibility: What are the ethical responsibilities of consumers and producers? 	
	Statement of Understanding	<ul style="list-style-type: none"> Body systems work to serve different purposes Choices people make will affect their health in different ways People are responsible to make independent lifestyle choices 	<ul style="list-style-type: none"> Migration stories are unique Migration can be affected by internal and external factors Migration changes individuals, families, communities in different ways 	<ul style="list-style-type: none"> Different forms of media serve different purposes Images in the media can be used to persuade viewers Critical interpretation of images in media can influence how we view ourselves 	<ul style="list-style-type: none"> Energy comes in different forms which can be used for different purposes Energy changes by transforming from one type of energy to another Energy can be used in innovative ways to solve problems 	<ul style="list-style-type: none"> Economic principles function differently. Finance (money) can influence choices of individuals and groups. People are responsible for making ethical choices. 	<ul style="list-style-type: none"> Anyone in the world can make a change through action
Students will do...	Learner Profile	<ul style="list-style-type: none"> Knowledgeable 	<ul style="list-style-type: none"> Open-Minded 	<ul style="list-style-type: none"> Reflective 	<ul style="list-style-type: none"> Risk-Taker 	<ul style="list-style-type: none"> Thinker 	<ul style="list-style-type: none"> Various according to exhibition inquiries
	ATL	<ul style="list-style-type: none"> Self-Management skills: Goal Setting: I can set short- and long-term goals that are challenging and realistic. Self-Management Skills Managing Self: I can plan a balanced schedule for myself. Research Skills Formulating & Planning: I can select appropriate tools/sources to help me with my inquiry. 	<ul style="list-style-type: none"> Social Skills Respecting Others: I have an open-mind and understand the power of appreciating difference through practicing respect. Research Skills Creating: I can communicate my ideas and information using different media and platform types. Thinking Skills Application in Multiple Contexts: I can apply my knowledge and skills to local and global contexts. 	<ul style="list-style-type: none"> Thinking Skills Analysis: I am able to look for patterns, similarities and differences. Research Skills Evaluating & Communicating: I choose a platform to share my findings after considering who my audience will be. Communication Skills Media Representation: I am aware of how people can represent themselves and be represented online. 	<ul style="list-style-type: none"> Communication Skills Speaking: I am able to speak clearly to express ideas so they make sense to others. Self-Management Skills Managing Self: I can prepare and organize equipment as needed for different tasks. Research Skills: Gathering & Recording: I can gather information from a variety of sources (primary & secondary). 	<ul style="list-style-type: none"> Research Skills Ethical Use: I am principled and show integrity when interacting with media. Social Skills Social Intelligence: I vary the roles that I take on when cooperating or collaborating. Thinking Skills Application: I can use my knowledge and skills in new situations or when solving a problem. 	<ul style="list-style-type: none"> Various according to exhibition inquiries
							

Raffles World Academy – Program of Inquiry



Grade 4/Year 5

Students will know ...	Trans-disciplinary Theme	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
		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 creativity; our appreciation of the aesthetics	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 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 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
Students will understand that...	Central Idea	Unit 1: Life Processes Living things follow common life processes in different ways	Unit 2: Events and Innovation Events can shape empowered individuals through action	Unit 6: Communicating through Art Art can be used to express beliefs and values	Unit 3: Forces People apply their understanding of forces to invent, design, and create.	Unit 5: Organizations and Data Statistics can inform how organizations make decisions	Unit 4: Practices and Opportunities Practices encourage equal opportunities for children
	Lines of Inquiry	<ul style="list-style-type: none"> Life processes Living things Factors affecting life processes 	<ul style="list-style-type: none"> Empowered individuals Important events Choice to make a difference 	<ul style="list-style-type: none"> Communicating through Art Differing beliefs and values Influencing people’s feelings 	<ul style="list-style-type: none"> Different types of Forces Forces in mechanical inventions or structures Environmental factors impact forces. 	<ul style="list-style-type: none"> Types of Organizations Use of statistics and facts Responsibility when gathering and acting upon statistics 	<ul style="list-style-type: none"> Practices Circumstances versus opportunities Equal rights
	Key Concepts	Function, connection, change	Form, connection, responsibility	Form, perspective, change	Function, causation, connection	Function, causation, responsibility	Perspective, change, responsibility
	Related Concepts	<ul style="list-style-type: none"> Systems Animals Classification 	<ul style="list-style-type: none"> Community Character Resilience 	<ul style="list-style-type: none"> Communications Freedom Production 	<ul style="list-style-type: none"> Mechanics Magnetism Power 	<ul style="list-style-type: none"> Authority Roles Governments 	<ul style="list-style-type: none"> Freedom Rights Justice
	Teacher Questions	<ul style="list-style-type: none"> Function: How do life processes work? Connection: How are living things connected? Change: How do factors change life processes? 	<ul style="list-style-type: none"> Form: What does empowerment look like? Connection: How are events connected to empowerment? 	<ul style="list-style-type: none"> Form: What do elements of art look like? Perspective: How do beliefs and values differ from one another? 	<ul style="list-style-type: none"> Function: How do machines manipulate forces? Causation: Why do machines need to manipulate forces? 	<ul style="list-style-type: none"> Function: How do organizations work? Causation: Why do we need statistics? Responsibility: What responsibilities do people 	<ul style="list-style-type: none"> Perspective: How do practices impact society? Change: How can our circumstances change our opportunities?

Students will do...	Statement of Understanding	<ul style="list-style-type: none"> Life processes have a purpose Living things share common life processes External and internal factors can affect life processes 	<ul style="list-style-type: none"> Responsibility: What responsibility do people have to make an impact? Events can inspire individuals to become empowered Important events have a cause and effect People have the choice to take action and make an impact 	<ul style="list-style-type: none"> Change: How can art make us change our thinking? Elements of art can be used to communicate a mood People have different beliefs and values about issues Art can influence people to feel a new way about an issue 	<ul style="list-style-type: none"> Connection: How are simple machines connected to problem solving? All forces have a cause and effect Simple machines can manipulate forces Simple machines can be used to help solve problems 	<ul style="list-style-type: none"> have when using statistics? Different types of organizations support their communities in different ways Statistics can inform decision making through the data collected People need to be responsible when using statistics and data 	<ul style="list-style-type: none"> Responsibility: Who is responsible for the rights of children? Practices are made to help protect the needs of people Circumstances people are in can determine the opportunities they have All members of communities can choose to care for the rights of children
	Learner Profile	Balanced	Risk-Taker	Communicator	Thinker	Reflective	Principled
	ATL	<ul style="list-style-type: none"> Thinking Skills: Analysis: I can break ideas into smaller parts, including root or cause. Research Skill: Formulating & Planning: I can select appropriate tools/sources to help me with my inquiry. Social Skills: Self Control: I can regulate my emotions, thoughts and actions. 	<ul style="list-style-type: none"> Social Skills: Social Intelligence: I am aware of how my actions impact a group. Self-Management Skills: Emotional Management: I take responsibility for my actions. Communication Skills: Speaking: I am able to speak clearly to express ideas so they make sense to others. 	<ul style="list-style-type: none"> Communication Skills: Informed Choices: I can select the most effective way to communicate depending on the audience. Thinking Skills: Analysis: I am able to look for patterns, similarities and differences. Research Skills: Synthesizing & Interpreting: I can take relevant bits of information from different sources and put it together into a format that makes sense. 	<ul style="list-style-type: none"> Research Skills: Ethical Use: I consider the impact of the choices I make on others. Thinking Skills: Generating novel ideas: I can generate new ideas and inquiries inspired by exposure to different experiences and resources Self-Management Skills: Goal Setting : I can set short and long term goals that are challenging and realistic. 	<ul style="list-style-type: none"> Self-Management Skills: Managing Self: I can use technology effectively and productively. Communication skills: Media Representation: I think critically about the accuracy of this representation is likely to be. Research skills: Consuming & Processing: I can use critical thinking skills to assess information I find online. 	<ul style="list-style-type: none"> Social skills: Supporting Others: I speak up for the rights and needs of others. Social skills: Emotional Intelligence: I can empathise for others when they have either positive or negative experiences. Communication skills: Reading: I can use what I read to support and strengthen my creative pieces.
							








Raffles World Academy – Program of Inquiry



Grade 3/Year 4

		Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Students will know...	Trans-disciplinary Theme	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 creativity; our appreciation of the aesthetics	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 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 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
	Central Idea	Unit 1: Resilience Resilience can allow people to overcome challenges in a positive way	Unit 2: Earth and Space Understanding of Earth and space advances through discovery	Unit 5: Movement and Sound Movement and sound can be used creatively to express different emotions	Unit 3: States of Matter Changes to states of matter can shape the world in positive and negative ways	Unit 4: Systems and Communities Modern communities develop systems and plans to support society	Unit 6: Conflict Resolution Finding resolutions to conflicts between people may lead to a better quality of human life.
Students will understand that...	Lines of Inquiry	<ul style="list-style-type: none"> Stages of resilience Positive approaches to challenges Growth mindset 	<ul style="list-style-type: none"> Characteristics of the universe Movements of objects in our solar system and the universe Human initiative to explore the universe 	<ul style="list-style-type: none"> How sound works Movement and sound Expression and emotion 	<ul style="list-style-type: none"> States of matter Changes of states of matter The effect of matter on our world 	<ul style="list-style-type: none"> Needs and wants of communities Developing communities Modern communities 	<ul style="list-style-type: none"> Perspectives and conflict Resolving conflict People's responsibility towards communities
	Key Concepts	Form, change, perspective	Form, function, change	Function, causation, connection	Function, change, connection	Change, function, responsibility	Perspective, function, responsibility
	Related Concepts	<ul style="list-style-type: none"> Character Growth Beliefs 	<ul style="list-style-type: none"> Discover Exploration Progress 	<ul style="list-style-type: none"> Expression Communication Performance 	<ul style="list-style-type: none"> Chemical and physical changes Materials Interdependence 	<ul style="list-style-type: none"> Cooperation Communication Initiative 	<ul style="list-style-type: none"> Conflict Water Ecosystems

	Teacher Questions	<ul style="list-style-type: none"> Form: What does resilience look like? Change: How can a positive attitude change the way we cope with challenges? Perspective: Is everyone able to overcome challenges? 	<ul style="list-style-type: none"> Form: What does the universe look like? Function: How does the solar system move? Change: How do discoveries change existing ideas? 	<ul style="list-style-type: none"> Function: How does sound work? Causation: Why do people need sound and movement? Connection: How does movement and sound connect to emotions? 	<ul style="list-style-type: none"> Function: How do properties of matter behave? Change: How do states of matter change? Connection: How do states of matter connect to the world we live in? 	<ul style="list-style-type: none"> Change: Why do systems in communities change? Function: How are communities developed? Responsibility: How are modern communities responsible for the environment? 	<ul style="list-style-type: none"> Perspective: How do people's opinions lead to conflict? Function: How can we resolve conflicts? Responsibility: What is our responsibility when resolving conflict?
	Statement of Understanding	<ul style="list-style-type: none"> Resilience is a process People can change the way they cope with challenges to be more positive Everyone can overcome challenges through commitment 	<ul style="list-style-type: none"> The solar system has characteristics that can be identified Movements in the solar system have cause and effect New discoveries can lead to deeper understanding about the universe 	<ul style="list-style-type: none"> Sound is created through sound waves that can be manipulated Movement and sound are used by people to express themselves as individuals The way people use movement and sound can change based on the emotions they want to share 	<ul style="list-style-type: none"> Different types of matter have various properties States of matter can be combined in reversible and irreversible ways Changing states of matter can affect the world in positive and negative ways 	<ul style="list-style-type: none"> Systems change to meet new needs and wants of communities Developing communities involves careful planning Modern communities use innovation to support the environment 	<ul style="list-style-type: none"> Differences in perspective can cause conflict Conflicts can be settled using different strategies People are responsible to solve conflicts in fair and positive ways
Students will do...	Learner Profile	<ul style="list-style-type: none"> Reflective 	<ul style="list-style-type: none"> Inquirer 	<ul style="list-style-type: none"> Communicator 	<ul style="list-style-type: none"> Thinker 	<ul style="list-style-type: none"> Knowledgeable 	<ul style="list-style-type: none"> Caring
	ATL	<ul style="list-style-type: none"> Communication Listening: I am able to listen to directions and instructions and ask clarifying questions when necessary. Social Respecting Others: I have an open-mind and understand the power of appreciating difference through practicing respect. Self-Management: Resilience: I use adversity, disappointment and a change in circumstances as catalysts to reflect, 	<ul style="list-style-type: none"> Research Skills: Synthesizing & Interpreting: I can take relevant bits of information from different sources and put it together into a format that makes sense. Social Skills Supporting Others: I do my best to help them to succeed. Research Skills Formulating & Planning: I am aware of what I want/need to find out and I can ask 	<ul style="list-style-type: none"> Communication Skills Reading: I can use what I read to support and strengthen my creative pieces. Self-Management Skills Resilience: I can manage setbacks in a productive way, including employing mindfulness practices. Research Skills Evaluating & Communicating: I choose a platform to share my findings after considering who my audience will be. 	<ul style="list-style-type: none"> Thinking Skills Generating novel ideas: I can generate new ideas and inquiries inspired by exposure to different experiences and resources Self-Management Time Management: I can make realistic estimates about how long I will need to accomplish something and adjust if necessary. Research Skills Considering online perspectives: I gather information from multiple sources to support and challenge my thinking. 	<ul style="list-style-type: none"> Thinking Skills Forming Decisions: I can create, develop and defend solutions using supporting information. Thinking Skills Considering new perspectives: I can formulate "what if" questions and use them to drive my inquiries. Thinking Skills Application in Multiple Contexts: I can connect and combine knowledge and skills for use in 	<ul style="list-style-type: none"> Communication Skills Interpreting: I am aware that my body language and facial expressions can give others lots of information. Thinking Skills Application: I can use my knowledge and skills in new situations or when solving a problem. Social Skills Resolving Conflict: I can express my needs clearly








		reevaluate and recalculate my plan.	questions to drive this inquiry.			different situations, in and outside school.	and calmly to help rectify a disagreement.
							

Raffles World Academy – Program of Inquiry



Grade 2/Year 3

Students will know...		Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Students will understand that...	Trans-disciplinary Theme	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 creativity ; our appreciation of the aesthetics	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 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 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
	Central Idea	Unit 1: Making a Difference People can choose to make a difference personally, locally and globally	Unit 5: Ancient Civilizations Civilizations develop to meet the needs and wants of the people	Unit 4: Inspiration in Art Artists can inspire others to take risks in their own creativity	Unit 3: Light Understanding how light works allow us to understand the world in different ways	Unit 2: Organizations People can create organizations to help and support others	Unit 6: Adaptation Living things adapt to transforming habitats and communities in order to survive
	Line of Inquiry	<ul style="list-style-type: none"> Making a difference through action Choice of individuals Caring for our community and environment 	<ul style="list-style-type: none"> Features of civilizations Changes of civilizations Globalization 	<ul style="list-style-type: none"> Influential artists Being inspired by art Taking risks in art 	<ul style="list-style-type: none"> Light and dark Properties of light Manipulation of light 	<ul style="list-style-type: none"> Needs and wants Reasons for organizations Responsibility of organizations 	<ul style="list-style-type: none"> Adaptation Changes to habitats Responsibility of people
	Key Concepts	Form, function, perspective	Form, change, connection	Form, causation, connection	Form, function, responsibility	Form, causation, responsibility	Form, change, connection
	Related Concepts	<ul style="list-style-type: none"> Community Relationships Wellness 	<ul style="list-style-type: none"> Heritage History Civilizations 	<ul style="list-style-type: none"> Interpretation Creation Elements 	<ul style="list-style-type: none"> Forms of energy Power Physical changes 	<ul style="list-style-type: none"> Education Process Cooperation 	<ul style="list-style-type: none"> Habitat Ecosystem Interdependence
	Teacher Questions	<ul style="list-style-type: none"> Form: What does making a difference look like? Function: How does an action plan work? Perspective: Do people have to be part of solving every issue? 	<ul style="list-style-type: none"> Form: What do civilizations look like? Change: How do people change overtime? Connection: How have civilizations been affected by globalization 	<ul style="list-style-type: none"> Form: What do different artists work look like? Causation: Why does some art inspire us? Connection: How can we use other people's art inspire our own? 	<ul style="list-style-type: none"> Form: What is light and dark? Function: How does light work? Change: How can light be changed and manipulated? 	<ul style="list-style-type: none"> Form: What do needs and wants look like? Causation: Why are organizations created? Responsibility: What are the responsibilities of organizations to communities? 	<ul style="list-style-type: none"> Causation: Why do living things adapt? Change: How do habitats change? Responsibility: What are people's responsibility to living things and habitats?








	Statement of Understanding	<ul style="list-style-type: none"> There are many ways to make a difference personally, locally and globally Groups and individuals can choose what differences they want to make People are responsible to care for their community and environment 	<ul style="list-style-type: none"> Civilizations share similar features Needs and wants of people change overtime Globalization has led to civilizations being more connected and similar 	<ul style="list-style-type: none"> Artists work can be recognized by unique features We are inspired by different art for different reasons We can use ideas of artists to encourage us to take risks 	<ul style="list-style-type: none"> Darkness is the absence of light Light has different properties that can be explored Light can be manipulated in different ways 	<ul style="list-style-type: none"> Communities and people have different needs and wants Organizations are created to serve a specific purpose Organizations can be responsible for solving problems locally and globally 	<ul style="list-style-type: none"> Living things adapt to survive changes to their habitat Habitats can change due to natural and man-made factors People are responsible to care for living things and the habitats they live in
Students will do...	Learner Profile	<ul style="list-style-type: none"> Reflective 	<ul style="list-style-type: none"> Knowledgeable 	<ul style="list-style-type: none"> Communicator 	<ul style="list-style-type: none"> Thinker 	<ul style="list-style-type: none"> Principled 	<ul style="list-style-type: none"> Caring
	ATL	<ul style="list-style-type: none"> Research Skills Gathering & Recording: I can gather information from a variety of sources (primary & secondary). Thinking skills Considering new perspectives: I value and am inspired by the unlikely or impossible. Thinking skills Analysis: I can identify unique features. 	<ul style="list-style-type: none"> Communication Skills Speaking: I am able to share my ideas and opinions in large and small groups. Social Skills Social Intelligence: I vary the roles I take on when cooperating or collaborating. Research Skills Synthesizing and Interpreting: I can relevant bits of information from different sources and put it together in a format that makes sense. 	<ul style="list-style-type: none"> Thinking Skills Considering new perspectives: I am flexible in my thinking and express this in a variety of ways. Thinking Skills Reflection Metacognition: I can question my own understanding and processes for learning. Communication Skills Interpreting: I can recognize, create and make meaning using symbols, signs and sounds. 	<ul style="list-style-type: none"> Research Skills Formulating and planning: I can predict the steps I need to take in an inquiry and use these to make a plan. Social Skills Social Intelligence: I practice and encourage cooperative behaviors when working in a group. Communication Skills Speaking: I am able to speak clearly to express ideas, so they make sense to others. 	<ul style="list-style-type: none"> Communication Skills Reading: I read a variety of texts for entertainment and information. Social Skills Resolving Conflict: I listen carefully to others. Self-Management Skills Time Management: I use tools to help me keep track of time. 	<ul style="list-style-type: none"> Self-Management Time Management: I can make realistic estimates about how long I will need to accomplish something and adjust if necessary. Communication Skills Reading: I read a variety of texts for entertainment and information. Research skills Synthesizing & Interpreting: I can take relevant bits of information from different sources and put it together into a format that makes sense.
							

Raffles World Academy – Program of Inquiry



Grade 1/Year 2







Students will know...		Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Trans-disciplinary Theme		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 creativity; our appreciation of the aesthetics	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 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 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
Students will understand that...		Unit 1: Healthy Living Establishing healthy routines can determine well-being	Unit 5: Homes Homes can be designed according to geography and resources	Unit 2: Celebration People recognize important events and traditions through celebrations	Unit 4: Patterns People can understand the world through natural and human-made patterns	Unit 6: Systems and Communities Systems are developed to meet the needs of communities	Unit 3: Earth's Resources People can make positive and negative choices when using Earth's resources
Lines of Inquiry		<ul style="list-style-type: none"> Healthy Routines Effects of choices Taking responsibility 	<ul style="list-style-type: none"> Homes around the world Resources and materials Landforms and design 	<ul style="list-style-type: none"> Celebrations Features of celebrations Traditions and stories 	<ul style="list-style-type: none"> Patterns Natural and Human-made patterns Impact of patterns 	<ul style="list-style-type: none"> Systems Needs and wants of communities Development of systems 	<ul style="list-style-type: none"> Earth's resources Uses of Earth's resources Responsibility with Earth's resources
Key Concepts		Form, function, responsibility	Form, function, connection	Form, perspective, connection	Form, function, connection	Function, causation, change	Form, causation, responsibility
Related Concepts		<ul style="list-style-type: none"> Wellness Health Nutrition 	<ul style="list-style-type: none"> Resources Geography Properties and uses of materials 	<ul style="list-style-type: none"> Culture Traditions Identity 	<ul style="list-style-type: none"> Patterns Seasons Impact 	<ul style="list-style-type: none"> Systems Community Innovation 	<ul style="list-style-type: none"> Resources Renewable and non-renewable energy sources Sustainability
Teacher Questions		<ul style="list-style-type: none"> Form: What do routines look like? Function: How do choices affect us? Responsibility: What is our responsibility to our well-being? 	<ul style="list-style-type: none"> Form: What do homes look like? Function: How are materials used when building homes? 	<ul style="list-style-type: none"> Form: What do different celebrations look like? Perspective: How are celebrations viewed around the world? 	<ul style="list-style-type: none"> Form: What do patterns look like? Function: How do natural and human-made patterns work? 	<ul style="list-style-type: none"> Function: How do systems work? Causation: Why do communities need systems? 	<ul style="list-style-type: none"> Form: What do Earth's resources look like? Causation: Why do people need earth's resources?

			<ul style="list-style-type: none"> • Connection: How are landforms connected to design? 	<ul style="list-style-type: none"> • Connection: How are stories connected to traditions? 	<ul style="list-style-type: none"> • Connection: How do patterns impact living things? 	<ul style="list-style-type: none"> • Change: How do systems change over time? 	<ul style="list-style-type: none"> • Responsibility: How can people be responsible for Earth's resources?
	Statement of Understanding	<ul style="list-style-type: none"> • Healthy routines are things we should do everyday • There are consequences to choices we make • People are responsible for their own well-being 	<ul style="list-style-type: none"> • Features of homes are different in different parts of the world • Specific materials are used for different parts of a home • Landforms can influence the design of a house 	<ul style="list-style-type: none"> • Celebrations happen all over the world • Features of celebrations can differ in various cultures • Traditions can come from stories 	<ul style="list-style-type: none"> • Patterns can look different but are always repetitive • Patterns can exist naturally or be created by humans • Patterns can impact the behavior of living things 	<ul style="list-style-type: none"> • Systems serve a purpose • Communities have needs and wants • Systems can be improved to meet new needs of a community 	<ul style="list-style-type: none"> • Earth's resources can be renewable or non-renewable • People use Earth's resources to meet their needs and wants • People can make positive and negative choices to help sustain Earth's resources
Students will do...	Learner Profile	<ul style="list-style-type: none"> • Balanced 	<ul style="list-style-type: none"> • Knowledgeable 	<ul style="list-style-type: none"> • Open-Minded 	<ul style="list-style-type: none"> • Inquirer 	<ul style="list-style-type: none"> • Communicator 	<ul style="list-style-type: none"> • Caring
	ATL	<ul style="list-style-type: none"> • Communication Skills (Speaking): I am able to speak clearly to express ideas so they make sense to others. • Thinking Skills (Application): I can make use of knowledge and skills I have learned to help myself and/or others. • Self-management skills (Managing Self): I can plan a balanced schedule for myself. 	<ul style="list-style-type: none"> • Communication Skills (Writing): I use tools such as graphic organizers to assist with planning and drafting of a written piece. • Thinking Skills (Evaluation): I can test generalizations and conclusions • Thinking Skills (Analysis): I can identify unique features. 	<ul style="list-style-type: none"> • Communication Skills (Speaking): I am able to speak clearly to express ideas so they make sense to others. • Self-Management Skills (Managing Self): I can create and use a system for documenting my learning. • Social Skills (Respecting others): I have an open-mind and understand the power of appreciating difference through practicing respect. 	<ul style="list-style-type: none"> • Social Skills (Social Intelligence): I vary the roles that I take on when cooperating or collaborating. • Thinking Skills (Analysis): I can break ideas into smaller parts, including root or cause. • Research Skills (Evaluating & Communicating): I can identify patterns and relationships from data and information I have gathered. 	<ul style="list-style-type: none"> • Self-Management Skills (Managing Self): I can prepare and organize equipment as needed for different tasks. • Social skills (Social Intelligence): I practice and encourage cooperative behaviours when working in a group. • Thinking skills (Evaluation): I can test generalizations and conclusions. 	<ul style="list-style-type: none"> • Research Skills (Synthesizing & Interpreting): I can take relevant information from different sources and put it to makes sense. • Research Skills (Formulating & Planning): I am aware of what I want/need to find out and I can ask questions to drive this inquiry. • Research skills (Gathering & Recording): I can gather information from a variety of sources (primary & secondary).
							

Raffles World Academy – Program of Inquiry

Kindergarten 2/Year 1







Students will know ...		Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	Sharing the Planet
Trans-disciplinary Theme		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 creativity; our appreciation of the aesthetics	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 the environment	An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them ; access to equal opportunities; peace and conflict resolution
Students will understand that....		Unit 1: Communities People work together in communities to help each other and solve problems.	Unit 2: Exploring Places Exploring places helps our understanding of the world	Unit 4: Imagination Imagination helps create and develop how we express our ideas	Unit 3: States of Matter Changes in matter can be explained through experiments.	Unit 5: Living Things Understanding living things allows us to care for and protect them.
Line of Inquiry		<ul style="list-style-type: none"> • People in communities • Working together to help each other. • Solving problems in the community. 	<ul style="list-style-type: none"> • Geographical features • Differences between places • Explorers and wanderers. 	<ul style="list-style-type: none"> • Imagination • Expressing our imagination • Innovation through imagination 	<ul style="list-style-type: none"> • States of matters • Changes in matter • Investigating matter 	<ul style="list-style-type: none"> • Living and non-living things • Human impact on living things • Our responsibility towards living things
Key Concepts		Form, responsibility, change	Form, causation, connection	Form, function, perspective	Form, change, connection	Form, connection, responsibility
Related Concepts		<ul style="list-style-type: none"> • Roles • Behavior • Community 	<ul style="list-style-type: none"> • Geography • Exploration • Culture 	<ul style="list-style-type: none"> • Imagination • Expression • Performance 	<ul style="list-style-type: none"> • Materials • Physical changes • Discovering 	<ul style="list-style-type: none"> • Animals • Plants • Ecosystems
Teacher Questions		<ul style="list-style-type: none"> • Form: What do roles in a community look like? • Responsibility: What is our responsibility in communities? • Change: What do we change to solve problems in the community? 	<ul style="list-style-type: none"> • Form: What do different places look like? • Causation: Why do places have different features? • Connection: How is exploring connected to knowledge? 	<ul style="list-style-type: none"> • Form: What does imagination look like? • Perspective: How many ways can we express ourselves? • Function: How does imagination help solve problems? 	<ul style="list-style-type: none"> • Form: What does matter look like? • Change: How does matter change? • Connection: How experiments are connected to real life. 	<ul style="list-style-type: none"> • Form: What do living things look like? • Connection: How do people's choices affect living things? • Responsibility: What is our responsibility towards living things?

	Statement of Understanding	<ul style="list-style-type: none"> • There are many different roles in a community • Working together helps ourselves and others. • Solving problems can improve communities. 	<ul style="list-style-type: none"> • Different places have different features. • Features of places depend on where they are in the world. • People explore to answer new questions they have about the world. 	<ul style="list-style-type: none"> • Imagination is unique. • Imagination can be expressed in many different ways. • Imagination can lead to innovation. 	<ul style="list-style-type: none"> • States of matter have different properties. • States of matter change for a reason. • We can experiment with matter to answer questions we have. 	<ul style="list-style-type: none"> • Living things have certain features and needs. • Human actions can affect living things in positive and negative ways. • Everyone is responsible for protecting and caring for living things.
Students will do...	Learner Profile	<ul style="list-style-type: none"> • Principled 	<ul style="list-style-type: none"> • Inquirer 	<ul style="list-style-type: none"> • Communicator 	<ul style="list-style-type: none"> • Thinker 	<ul style="list-style-type: none"> • Caring
	ATL	<ul style="list-style-type: none"> • Communication Skills Listening : I listen to information and the perspectives of others respectfully. • Management Skills Goal Setting : I can take on and complete tasks in a given timeframe. • Social skills Respecting Others : I care for the needs of others 	<ul style="list-style-type: none"> • Thinking Skills Analysis : I am able to look for patterns, similarities and differences. • Thinking skills Forming Decisions : I can draw conclusions and make generalizations. • Social Skills Social Intelligence : I practice and encourage cooperative behaviours when working in a group. 	<ul style="list-style-type: none"> • Thinking Skills Considering new perspectives : I can formulate “what if” questions and use them to drive my inquiries • Self-Management Skills Emotional Management : I take responsibility for my actions. • Communication skills Writing : I can write for different purposes and audiences. I can take notes and rewrite information I read, in my own words. 	<ul style="list-style-type: none"> • Research skills Gathering & Recording : I can gather information from a variety of sources (primary & secondary). • Thinking Skills Reflection : I can respond to questions about something that I have been exposed to or experienced. • Thinking Skills Forming Decisions : I can draw conclusions and make generalizations. 	<ul style="list-style-type: none"> • Thinking Skills Analysis : I am able to look for patterns, similarities and differences • Thinking Skills Analysis : I can identify unique features. • Research Skills Evaluating & Communicating : I can identify patterns and relationships from data and information I have gathered.
						

Raffles World Academy – Program of Inquiry

Kindergarten 1

Students will know ...	Trans-disciplinary Theme	Who We Are	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
	Students will understand that...	Central Idea	Unit 4: Identity People can learn about who they are with and through others	Unit 2: Art and Us People can use art to express their thoughts and feelings creatively	Unit 3: Forces and Materials Forces affect materials in different ways	Unit 1: Belonging and community Successful communities work together to make and follow agreements
Line of Inquiry		<ul style="list-style-type: none"> Relationships Our culture and traditions My own identity 	<ul style="list-style-type: none"> Forms of art Thoughts and feelings in art Expressing ourselves 	<ul style="list-style-type: none"> Properties of materials Types of forces Effect of forces on materials 	<ul style="list-style-type: none"> Characteristics of a successful community How members of a community work together My role in a successful community 	<ul style="list-style-type: none"> Features of habitats Living things in habitats Human responsibility towards habitats
Key Concepts		Form, connection, perspective	Form, connection, perspective	Form, function, change	Form, causation, connection	Form, causation, responsibility
Related Concepts		<ul style="list-style-type: none"> Family Diversity Relationships 	<ul style="list-style-type: none"> Performance Expression Communication 	<ul style="list-style-type: none"> Materials Properties Forces 	<ul style="list-style-type: none"> Cooperation Belonging Community 	<ul style="list-style-type: none"> Habitats Cycles Conservation
Teacher Questions		<ul style="list-style-type: none"> Form: What do our important relationships look like? Connection: What are the similarities and differences in our cultures? Perspective: What makes me unique? 	<ul style="list-style-type: none"> Form: What does art look like? Connection: How is art connected to thoughts and feelings? Perspective: Is there a right or wrong way to express ourselves? 	<ul style="list-style-type: none"> Form: What do materials look like? Function: How do forces work? Change: How do forces affect materials? 	Form: What does a safe and happy community look like? Causation: Why do we need to cooperate with others? Connection: How do my actions connect to the success of my community?	<ul style="list-style-type: none"> Form: What do habitats look like? Causation: Why do living things live in different habitats? Responsibility: What is the responsibility of humans when caring for habitats?

	Statement of Understanding	<ul style="list-style-type: none"> Relationships can look different Our cultures and traditions share similarities We have characteristics that makes us unique 	<ul style="list-style-type: none"> Various types of art look different Art can be used to express what we think and feel There is no right or wrong way of expressing ourselves 	<ul style="list-style-type: none"> Materials have different properties There are different types of forces Forces affect materials in different ways 	<ul style="list-style-type: none"> Rules and routines create happy environments Cooperating with others builds positive relationships Our behavior choices affect those around us 	<ul style="list-style-type: none"> Habitats have different features Living things live in specific habitats to survive People can care for habitats in different ways
Students will do...	Learner Profile	<ul style="list-style-type: none"> Open-Minded 	<ul style="list-style-type: none"> Communicator 	<ul style="list-style-type: none"> Inquirer 	<ul style="list-style-type: none"> Principled 	<ul style="list-style-type: none"> Caring
	ATL	<ul style="list-style-type: none"> Communication Skills (Speaking): I am able to speak clearly to express ideas, so they make sense to others. Thinking Skills (Considering new perspectives: I can formulate “what if” questions and use them to drive my inquiries. Comprehension) Self-Management Skills Managing Self: I can prepare and organize equipment as needed for different tasks. 	<ul style="list-style-type: none"> Communication Skills (Listening) I am able to listen to directions and instructions and ask clarifying questions when necessary. Thinking Skills (Acquisition of knowledge) I can make use of knowledge and skills I have learned to help myself and/or others. Thinking Skills (Generating new ideas) Generating novel ideas: I can generate new ideas and inquiries inspired by exposure to different experiences and resources. 	<ul style="list-style-type: none"> Thinking skills: Analysis: I can identify unique features. Social Skills: Social Intelligence: I practice and encourage cooperative behaviors when working in a group. Research Skills: Formulating & Planning: I can select appropriate tools/sources to help me with my inquiry. 	<ul style="list-style-type: none"> Social Skills: Respecting others: I have an open-mind and understand the power of appreciating difference through practicing respect. Social Skills: Resolving Conflict: I listen carefully to others. Self-management skills: Emotional Management: I take responsibility for my actions. 	<ul style="list-style-type: none"> Communication Skills Speaking: I am able to speak clearly to express ideas, so they make sense to others. Thinking Skills: Analysis: I can identify unique features. Social skills: Emotional Intelligence: I can empathize for others when they have either positive or negative experiences.
						

Raffles World Academy – Program of Inquiry

Pre-Kindergarten



RAFFLES
WORLD ACADEMY

Students will know...	Trans-disciplinary Theme	Who We Are	How We Express Ourselves	How the World Works	Sharing The Planet
		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 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 creativity; our appreciation of the aesthetics	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 the environment	An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution
Students will understand that....	Central Idea	Unit 1: Awareness of ourselves Awareness of ourselves and others helps us to identify our place in the world.	Unit 2: Storytelling People express themselves through storytelling	Unit 3: Our 5 Senses We explore our world through our 5 senses	Unit 4: Needs Plants and animals have needs to grow and survive
	Line of Inquiry	<ul style="list-style-type: none"> What we look like Our characteristics and interests Facial expressions and body language 	<ul style="list-style-type: none"> Types of stories How we express ourselves when telling stories How pictures help tell a story 	<ul style="list-style-type: none"> The 5 senses How we use our senses to explore our world How our senses keep us safe 	<ul style="list-style-type: none"> Needs of plants and animals How plants and animals grow and change Our responsibility to care for plants and animals
	Key Concepts	Form, perspective, connection	Form, function, causation	Form, function, causation	Form, change, responsibility
	Related Concepts	<ul style="list-style-type: none"> Behavior Character Identity 	<ul style="list-style-type: none"> Communication Interpretation Expression 	<ul style="list-style-type: none"> Discovery Exploration Safety 	<ul style="list-style-type: none"> Needs Cycles Growth
	Teacher Questions	<ul style="list-style-type: none"> Form: What do we look like? Perspective: Do we all have the same interests? Connection: How do facial expressions show emotions? 	<ul style="list-style-type: none"> Form: What are the different types of stories? Function: How does expression help to tell a story? Causation: Why do pictures help to tell a story? 	<ul style="list-style-type: none"> Form: What are our 5 senses? Function: How do we use our senses to explore our world? Causation: Why do our senses help to keep us safe? 	<ul style="list-style-type: none"> Form: What are the needs of plants and animals? Change: How do living things grow and change? Responsibility: What is our responsibility when caring for plants and animals?
	Statement of Understanding	<ul style="list-style-type: none"> What we look like People's personalities and interests Our emotions create facial expressions and body language 	<ul style="list-style-type: none"> There are different types of stories People can express themselves in different ways when storytelling Pictures help to explain a story 	<ul style="list-style-type: none"> We have 5 senses in our body Senses are used to explore our surroundings Senses help to keep us safe 	<ul style="list-style-type: none"> Animals and plants have different types of needs to survive Plants and animals grow and change People have a responsibility to care for living things
	Students will	Learner Profile	<ul style="list-style-type: none"> Open-minded 	<ul style="list-style-type: none"> Communicator 	<ul style="list-style-type: none"> Knowledgeable

ATL	<ul style="list-style-type: none"> • Communication Skills (Exchanging information) Interpreting: I am aware that my body language and facial expressions can give others lots of information. • Social Skills (Intrapersonal) Emotional Intelligence: I am aware of what triggers different emotions in me. • Self-management Skills (Organization) Managing Self: I can prepare and organize equipment as needed for different tasks. 	<ul style="list-style-type: none"> • Social Skills (Interpersonal) Resolving Conflict: I listen carefully to others. • Communication Skills (Exchanging Information) Speaking: I am able to share my ideas in small and large groups. • Self-management Skills (States of mind) Perseverance: I demonstrate persistence when I am met with a barrier or a challenge. 	<ul style="list-style-type: none"> • Thinking Skills (Reflection) Reflection: I can respond to questions about something that I have been exposed to or experienced. • Research Skills (Information- Literacy) Gathering and recording: I can use all my senses to notice details. • Self-management Skills (Organization) Goal setting: I can take on and complete tasks in a given timeframe. 	<ul style="list-style-type: none"> • Research Skills (Ethical Use) Ethical Use: I consider the impact of the choices I make on others. • Social Skills (Interpersonal) Respecting Others: I care for the needs of others. • Self-management Skills (States of mind) Emotional Management: I take responsibility for my actions.
