



Sekolah Global Indo-Asia

Programme of Inquiry

SY 2024 - 2025



	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
Grade Level	<p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.</p>	<p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
K1	<p>Central Idea: Awareness of our personal characteristics and ability help us understand who we are and others around us.</p> <p>Subject Focus: Social Studies, PSPE, Language.</p> <p>Key Concepts: Perspective, Form, Connection.</p> <p>Related Concepts: Differences, Characteristics (likes & dislikes), Social interaction.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Our characteristics and ability. ● Our differences and similarities. ● Ways we accept differences through play. <p>Learner Profile: Caring, Open-Minded, Communicators.</p> <p>Approaches to Learning: Social and Communication skills.</p>		<p>Central Idea: Children express themselves in many different 'languages' through play and exploration.</p> <p>Subject Focus: Arts, Language.</p> <p>Key Concepts: Form, Function, Causation.</p> <p>Related Concepts: Play, Exploration, Communication, Creativity.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Different forms of play. ● Using our creativity to express ourselves. ● Communicating through play. <p>Learner Profile: Risk-takers, Balanced, Communicators, Reflective.</p> <p>Approaches to Learning: Communication, Social and Self-management skills.</p>	<p>Central Idea: Understanding changes in living things and non-living things help us make sense of the world.</p> <p>Subject Focus: Science, Mathematics, Arts.</p> <p>Key Concepts: Form, Change, Causation.</p> <p>Related Concepts: Transformation, Process, Life cycle, Physical changes.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Living things and non-living things. ● How living things and nonliving things go through changes. ● How we grow and change. <p>Learner Profile: Inquirers, Thinkers, Knowledgeable.</p> <p>Approaches to Learning: Research and Thinking skills.</p>	<p>Central Idea: Communities function effectively when rules and routines are shared with all members.</p> <p>Subject Focus: Social Studies, Mathematics.</p> <p>Key Concepts: Function, Causation, Responsibility.</p> <p>Related Concepts: Rules, Routines, Communities, Consequences.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● School and classroom communities. ● Purposes of rules and routines. ● Reaching agreement. <p>Learner Profile: Communicators, Caring, Principled</p> <p>Approaches to Learning: Self-management and Social skills.</p>	

<p>K2</p>	<p>Central Idea: Families influence our identities through upbringing.</p> <p>Subject Focus: Social Studies, Language, PSPE.</p> <p>Key Concepts: Form, Function, Connection.</p> <p>Related Concepts: Differences, Belonging, Roles, Interdependence.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Similarities and differences in families. • Our family upbringing. • My family tree and history. <p>Learner Profile: Communicators, Caring, Thinkers.</p> <p>Approaches to Learning: Communication and Social skills.</p>		<p>Central Idea: Play creates opportunities for growth and skills development.</p> <p>Subject Focus: Arts, Social Studies, Language.</p> <p>Key Concepts: Connection, Function, Causation.</p> <p>Related Concepts: Communication, Relationship, Interaction.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Learning through play. • How play extends our thinking. • Developing positive relationships through play. <p>Learner Profile: Risk-takers, Open-minded, Caring.</p> <p>Approaches to Learning: Thinking, Social and Communication skills.</p>	<p>Central Idea: Our senses help us discover the world around us.</p> <p>Subject Focus: Science, Mathematics.</p> <p>Key Concepts: Form, Perspective. Function.</p> <p>Related Concepts: Senses, Body parts, Perception, Protection.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Our senses. • The world without senses. • Senses in other living things. <p>Learner Profile: Knowledgeable, Inquirers, Communicators.</p> <p>Approaches to Learning: Thinking and Research skills.</p>	<p>Central Idea: Each one of us shares a responsibility to help create a safe environment.</p> <p>Subject Focus: Social Studies, PSPE.</p> <p>Key Concepts: Causation, Change, Responsibility.</p> <p>Related Concepts: Safety, Rules, Procedures Organization.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Safety inside and outside our home. • Safety at school. • Making safe choices. • Organization to keep us safe. <p>Learner Profile: Balanced, Principled, Reflective.</p> <p>Approaches to Learning: Self-management and Social skills.</p>	
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K3	<p>Central Idea: Relationships with others contribute to our well-being and can affect the way we feel and behave.</p> <p>Subject Focus: PSPE, Language.</p> <p>Key Concepts: Perspective, Connection, Function.</p> <p>Related Concepts: Relationship, Feeling, Friendship, Well-being.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Why relationships matter. • How relationships affect our well-being. • What makes a good relationship. <p>Learner Profile: Communicators, Caring, Reflective.</p> <p>Approaches to Learning: Social, Communication, and Self-management skills.</p> <p>Text type Personal Recount.</p>		<p>Central Idea: People use celebrations to express important events in their lives.</p> <p>Subject Focus: Arts, Social Studies, Mathematics.</p> <p>Key Concepts: Form, Causation, Responsibility.</p> <p>Related Concepts: Celebration, Beliefs, Cultures, Traditions.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Features of celebrations. • Reasons for celebrations. • How celebration is connected to cultures, traditions and beliefs. <p>Learner Profile: Open-minded, Inquirers, Risk Takers.</p> <p>Approaches to Learning: Social and Communication skills.</p> <p>Text type Personal Recount.</p>	<p>Central Idea: Understanding the weather phenomena helps us learn about their benefits and challenges to living things.</p> <p>Subject Focus: Science, Mathematics.</p> <p>Key Concepts: Change, Causation, Connection.</p> <p>Related Concepts: Weather, Season, Temperature, Benefit, Challenges.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Weather phenomena. • Causes of changes in weather. • How weather affects our daily life. <p>Learner Profile: Inquirers, Knowledgeable, Risk-takers.</p> <p>Approaches to Learning: Thinking and Research skills.</p> <p>Text type Narrative.</p>	<p>Central Idea: Communities develop systems to work towards common goals.</p> <p>Subject Focus: Social Studies, PSPE, Language.</p> <p>Key Concepts: Function, Responsibility, Change.</p> <p>Related Concepts: System, Community, Roles.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Systems and why do we need them. • Systems in the communities. • How systems change based on the needs of the community. <p>Learner Profile: Balanced, Principled, Communicators.</p> <p>Approaches to Learning Social, Self-management and Communication skills.</p> <p>Text type Narrative.</p>	<p>Central Idea: Minibeasts have a role in the habitat they live in and their existence impacts the ecosystem.</p> <p>Subject Focus: Science, Social Studies.</p> <p>Key Concepts: Form, Function, Connection.</p> <p>Related Concepts: Invertebrates, Ecosystem, Roles, Impact.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Types of minibeasts. • The importance of minibeasts in the ecosystem. • How humans and minibeast interact. <p>Learner Profile: Thinkers, Knowledgeable, Caring.</p> <p>Approaches to Learning: Thinking and Research skills.</p> <p>Text type Informative.</p>
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Grade 1	<p>Central Idea: The choices we make can affect our health and well-being.</p> <p>Subject Focus: Mathematics, Science, PSPE.</p> <p>Key Concepts: Form, Connection, Responsibility.</p> <p>Related Concepts: Choices, Balance, Impact, Physical and Mental health, Well-being.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The concept of well-being. • Physical and mental health. • How our lifestyle choices affect our physical and mental health. <p>Learner Profile: Balanced, Thinkers, Reflective.</p> <p>Approaches to Learning: Self-management and Thinking skills.</p> <p>Text type Narrative Text.</p>	<p>Central Idea: Learning about our family histories enables us to discover our cultural origins and develop historical awareness.</p> <p>Subject Focus: Language, PSPE, Social Studies.</p> <p>Key Concepts: Perspective, Function, Responsibility.</p> <p>Related Concepts: History, Evidence, Culture, Identity.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Our family histories. • How our family history shapes our identity. • Ways to preserve our culture. <p>Learner Profile: Caring, Open-minded, Inquirers.</p> <p>Approaches to Learning: Research and Social skills.</p> <p>Text type Personal Recount.</p>	<p>Central Idea: Artists use various objects and materials to express ideas, interests and beliefs.</p> <p>Subject Focus: Arts, Language.</p> <p>Key Concepts: Causation, Perspective, Change.</p> <p>Related Concepts: Characteristics, Beliefs, Creativity, Expression.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Objects and materials used by artists. • How an artwork reflects its artist ideas, interest and beliefs. • Process of making artwork. <p>Learner Profile: Communicators, Open-minded, Risk-takers.</p> <p>Approaches to Learning: Communication and Self-management skills.</p> <p>Text type Procedural Text</p>	<p>Central Idea: The Earth position in the solar system regulates life on Earth.</p> <p>Subject Focus: Science, Mathematics.</p> <p>Key Concepts: Form, Causation, Function.</p> <p>Related Concepts: System, Cycle, Movement, Rotation, Time.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Characteristics of the Earth, sun and moon. • How the position of the Earth, sun and moon affects each other. • How the sun and moon regulate life. <p>Learner Profile: Thinkers, Knowledgeable, Inquirers.</p> <p>Approaches to Learning: Thinking and Research skills.</p> <p>Text type Informative Text.</p>	<p>Central Idea: Many products go through a process of change before they are used or consumed.</p> <p>Subject Focus: Science, Language, Mathematics.</p> <p>Key Concepts: Function, Change, Connection.</p> <p>Related Concepts: Origin, Needs, Process, Distribution.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Origin of the product. • Changes products go through. • Distribution of products. <p>Learner Profile: Communicators, Principled, Knowledgeable.</p> <p>Approaches to Learning: Research and Communication Skills.</p> <p>Text type Procedural Text.</p>	<p>Central Idea: Living things interact with each other to sustain each other's needs.</p> <p>Subject Focus: Science, Social Studies.</p> <p>Key Concepts: Connection, Function, Responsibility.</p> <p>Related Concepts: Interaction, Relationship, Role, Food chain, Initiative.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The world of plants and animals. • Interaction between humans, animals and plants. • The role of plants and animals in the environment. <p>Learner Profile: Caring, Principled, Reflective.</p> <p>Approaches to Learning: Thinking and Social Skills.</p> <p>Text type Entertain.</p>
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<p>Grade 2</p>	<p>Central Idea: Learning about our rights as children can help us use our voice to act.</p> <p>Subject Focus: Social studies, PSPE.</p> <p>Key Concepts: Perspective, Causation, Responsibility.</p> <p>Related Concepts: Rights, Consequences, Challenges.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Our rights in different community. • The differences between rights and responsibilities and how they are connected. • How we use our voice to act. <p>Learner Profile: Open-Minded, Reflective, Principled.</p> <p>Approaches to Learning: Self-management, Social and Communication skills.</p> <p>Text type Recount text.</p>	<p>Central Idea: Physical features of certain locations impact human settlements and ways of life.</p> <p>Subject Focus: Social studies, Mathematics, Language.</p> <p>Key Concepts: Form, Change, Connection.</p> <p>Related Concepts: Physical features, Geography, Adaptation, Impact.</p> <p>Lines of Inquiry: Natural and man-made geographical features. How geographical features change over time. Impacts of geographical features on humans.</p> <p>Learner Profile: Communicators, Thinkers, Knowledgeable.</p> <p>Approaches to Learning: Thinking, Research and Communication Skills.</p> <p>Text type Informative text.</p>	<p>Central Idea: Performance is a powerful tool that can influence feelings and ideas.</p> <p>Subject Focus: Arts, PSPE.</p> <p>Key Concepts: Form, Function, Perspective, Responsibility.</p> <p>Related Concepts: Performance, Expression, Interpretation, Appreciation, Roles.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Performance and its expressive ways. • How performance can be interpreted. • Collaboration in creating a performance. <p>Learner Profile: Communicators, Risk Takers, Balanced.</p> <p>Approaches to Learning: Social, Communication, Thinking Skills.</p> <p>Text type Narrative text.</p>	<p>Central Idea: Production and design process depend on the properties of raw materials.</p> <p>Subject Focus: Science, Mathematics.</p> <p>Key Concepts: Function, Connection, Perspective.</p> <p>Related Concepts: Materials, Properties, Design, Innovation.</p> <p>Lines of Inquiry: Properties and uses of materials. How properties of materials influence the design process. Design and function of products.</p> <p>Learner Profile: Inquirers, Knowledgeable, Risk-takers.</p> <p>Approaches to Learning: Research, Self- management and Thinking skills.</p> <p>Text type Procedural text.</p>	<p>Central Idea: Cities consist of interconnected services, goods and systems to meet the needs of urban communities.</p> <p>Subject Focus: Social Studies, Mathematics, PSPE.</p> <p>Key Concepts: Form, Connection, Change.</p> <p>Related Concepts: Needs & Wants, Urban community, Goods and Services, Interconnectedness.</p> <p>Lines of inquiry: Characteristics of urban communities. The inter- connectedness between the goods and services in a community. The needs of growing cities.</p> <p>Learner Profile: Inquirers, Caring, Balanced.</p> <p>Approaches to Learning: Social, Thinking and Research Skills.</p> <p>Text type Informative text.</p>	<p>Central Idea: Marine life provides many benefits to people and is vital to our survival.</p> <p>Subject Focus: Science, Language.</p> <p>Key Concepts: Form, Causation, Change.</p> <p>Related Concepts: Marine life, Ecosystem, Interdependence, Survival, Initiative.</p> <p>Lines of inquiry: Life below water. The importance of marine life to our survival. Ways to help protect marine life.</p> <p>Learner Profile: Open-minded, Caring, Knowledgeable.</p> <p>Approaches to Learning: Social, Thinking and Research skills.</p> <p>Text type Persuasive text.</p>
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<p style="text-align: center;">Grade 3</p>	<p>Central Idea: Our personal beliefs and culture may influence the way we live and interact with others.</p> <p>Subject Focus: PSPE, Social studies.</p> <p>Key Concepts: Form, Causation Responsibility.</p> <p>Related Concepts: Beliefs, Cultures, Presumption, Bias.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Beliefs and culture. • How beliefs and cultures influence the way we live. • Ways to accept and respect differences. <p>Learner Profile: Open-minded, Caring, Reflective.</p> <p>Approaches to Learning: Communication and Social skills.</p> <p>Text type : Recount.</p>	<p>Central Idea: Exploration leads to discovery, opportunity, new connections and understanding.</p> <p>Subject Focus: Social studies, Language.</p> <p>Key Concepts: Change, Causation, Perspective.</p> <p>Related Concepts: Exploration, Discovery, Impact, Challenge, Benefit.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How exploration and discovery change overtime. • Reasons for exploration. • Benefit and challenges of exploration and discoveries. <p>Learner Profile: Risk-takers, Inquirers, Open-minded.</p> <p>Approaches to Learning: Thinking and Research skills.</p> <p>Text type : Inform.</p>	<p>Central Idea: Authors and illustrators use a variety of strategies to entertain different audiences.</p> <p>Subject Focus: Language, Arts.</p> <p>Key Concepts: Form, Function, Connection, Perspective.</p> <p>Related Concepts: Communication, Fiction & Nonfiction, Creativity.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Fiction and non-fiction books. • Strategies to inform and entertain different audiences. • Purpose of illustrations in a book. <p>Learner Profile: Risk-takers, Thinkers, Communicators.</p> <p>Approaches to Learning: Thinking and Communication skills.</p> <p>Text type : Entertain.</p>	<p>Central Idea: Physical and chemical changes create challenges and benefits to the people and the environment.</p> <p>Subject Focus: Science, Mathematics.</p> <p>Key Concepts: Change, Causation, Function.</p> <p>Related Concepts: Physical & Chemical changes, Properties, Transformation, Solid, Liquid, Gas, Impact.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How matter goes through physical changes. • Practical applications of physical and chemical changes. • Benefit and challenges of physical and chemical changes. <p>Learner Profile: Knowledgeable, Thinkers, Inquirers.</p> <p>Approaches to Learning: Research and Self-management skills.</p> <p>Text type : Instruct.</p>	<p>Central Idea: The future of work is influenced by technology innovations, which create opportunities for new skills development.</p> <p>Subject Focus: Social studies, PSPE.</p> <p>Key Concepts: Change, Form, Perspective.</p> <p>Related Concepts: Technology, Artificial Intelligence, Impact, Workforce, Skills.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Workforce in 21st century. • Skills and characteristics required in the world of work. • How technology influences the workforce. <p>Learner Profile: Principled, Balanced, Knowledgeable.</p> <p>Approaches to Learning: Communication, Self-management and Social skills.</p> <p>Text type : Explain.</p>	<p>Central Idea: Living things share available resources in order to survive.</p> <p>Subject Focus: Science, Mathematics, Social studies.</p> <p>Key Concepts: Change, Responsibility, Perspective.</p> <p>Related Concepts: Finite & infinite, resources, Survival, Sustainability.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How resources change over time. • How the earth limited resources are shared. • Sustainable practices. <p>Learner Profile: Balanced, Caring, Principled.</p> <p>Approaches to Learning: Thinking and Research skills.</p> <p>Text type : Persuade.</p>
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<p style="text-align: center;">Grade 4</p>	<p>Central Idea: Understanding the interaction of our body systems can contribute to our personal health and well-being.</p> <p>Subject Focus: Science, PSPE, Mathematics.</p> <p>Key Concepts: Form, Connection, Function, Change.</p> <p>Related Concepts: Structure, Systems, Interdependence, Values, Well-being.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Our body systems. • The interdependence of our body systems. • Factors that affect the function of our systems. • How physical health contributes to our well-being. <p>Learner Profile: Thinkers, Inquirers, Balanced.</p> <p>Approaches to Learning: Thinking, Research, Self-management skills.</p> <p>Text type Inform.</p>	<p>Central Idea: Human migration is a response to challenges, risks, and opportunities.</p> <p>Subject Focus: Social Studies, Language.</p> <p>Key Concepts: Perspective, Change, Responsibility.</p> <p>Related Concepts: Migration, Impact, Adaptability, Challenges.</p> <p>Lines of Inquiry: Why people migrate. How migration impacts the migrants. Host communities' response to migration.</p> <p>Learner Profile: Knowledgeable, Caring, Reflective.</p> <p>Approaches to Learning: Research, Communication, and Social skills.</p> <p>Text type Recount.</p>	<p>Central Idea: Poetry is a unique way of expressing perspectives and feelings.</p> <p>Subject Focus: Language, Arts.</p> <p>Key Concepts: Form, Perspective, Change.</p> <p>Related Concepts: Structure, Interpretation, Expression, Creativity.</p> <p>Lines of inquiry: Structures of poetry. Expressing perspectives and feelings through poetry. The expression of poetry over time.</p> <p>Learner Profile: Communicators, Risk-takers, Open-minded.</p> <p>Approaches to Learning: Communication, Self-management and Thinking skills.</p> <p>Text type Describe.</p>	<p>Central Idea: Understanding the continual changing nature of the Earth contributes to human existence.</p> <p>Subject Focus: Science, Social studies, Mathematics.</p> <p>Key Concepts: Change, Causation, Responsibility.</p> <p>Related Concepts: Transformation (human vs nature), Movement, Disaster, Survival, Adaptation.</p> <p>Lines of Inquiry: Changing nature of the Earth. How the changing nature of the Earth affects life. Ways humans manage the effect of the changing nature.</p> <p>Learner Profile: Reflective, Inquirers, Thinkers.</p> <p>Approaches to Learning: Thinking and Research skills.</p> <p>Text type Persuade.</p>	<p>Central Idea: People create organisations to address problems and support human development.</p> <p>Subject Focus: Social Studies, Language.</p> <p>Key Concepts: Function, Connection, Perspective.</p> <p>Related Concepts: Organisations, Role, Systems, Needs.</p> <p>Lines of inquiry: Purposes of organisations. Strategies for problem-solving. How organisations meet the needs of people.</p> <p>Learner Profile: Open-minded, Communicators, Principled.</p> <p>Approaches to Learning: Social and Self- management skills.</p> <p>Text type Narrative.</p>	<p>Central Idea: Biodiversity relies on maintaining the balance of organisms within systems.</p> <p>Subject Focus: Science, Mathematics.</p> <p>Key Concepts: Connection, Function, Causation.</p> <p>Related Concepts: Systems, Balance, Biodiversity, Interdependence, Roles.</p> <p>Lines of inquiry: Factors that influence biodiversity. The importance of a balanced biodiversity. Human's role in sustaining biodiversity.</p> <p>Learner Profile: Balanced, Caring, Knowledgeable.</p> <p>Approaches to Learning: Thinking and Research skills.</p> <p>Text type Explanatory.</p>
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Grade 5	<p>Central Idea: Individuals face physical and emotional changes as they grow, develop and progress through life.</p> <p>Subject Focus: Science, PSPE.</p> <p>Key Concepts: Change, Causation, Responsibility.</p> <p>Related Concepts: Growth, Puberty, Adolescence, Consequence, Initiative, Hygiene.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Changes that occur as we grow and develop. • How we overcome the challenges of puberty. • Personal responsibilities as we grow. <p>Learner Profile: Knowledgeable, Caring, Balanced.</p> <p>Approaches to Learning: Self-management and Social skills.</p> <p>Text type Inquire.</p>	<p>Central Idea: Geography helps us understand the interaction between countries, locally and globally.</p> <p>Subject Focus: Social Studies, Mathematics, Language.</p> <p>Key Concepts: Form, Causation, Connection.</p> <p>Related Concepts: Similarities & differences, Geography, Cause & effect, Interaction, Interdependence.</p> <p>Lines of Inquiry: Geography of Indonesia. How geography influences a country. How Indonesia's geography affects its global interaction.</p> <p>Learner Profile: Knowledgeable, Open-minded, Communicators.</p> <p>Approaches to Learning: Thinking, Research and Communication skills.</p> <p>Text type Describe.</p>	<p>Central Idea: Media can be used to communicate issues and may influence people to take action.</p> <p>Subject Focus: Arts, Language, Social Studies.</p> <p>Key Concepts: Function, Perspective, Responsibility.</p> <p>Related Concepts: Media, Creativity, Interpretation, Perception, Provocation.</p> <p>Lines of inquiry: Media and its use. The different ways media can affect people. How to use media effectively to communicate issues.</p> <p>Learner Profile: Communicators, Risk-takers, Open-minded.</p> <p>Approaches to Learning: Thinking and Communication skills.</p> <p>Text type Explain.</p>	<p>Central Idea: Energy comes in different forms and can be changed in different ways to support human life.</p> <p>Subject Focus: Science, Mathematics.</p> <p>Key Concepts: Form, Change, Responsibility.</p> <p>Related Concepts: Energy, Transformation, Technology, Sustainability.</p> <p>Lines of Inquiry: Sources of energy. How energy is used and transformed. Sustainable and affordable energy.</p> <p>Learner Profile: Inquirers, Knowledgeable, Reflective.</p> <p>Approaches to Learning: Research and Thinking skills.</p> <p>Text type Inform.</p>	<p>Central Idea: Economic activity relies on systems of production and consumption of goods and services.</p> <p>Subject Focus: Social Studies, Mathematics, Language.</p> <p>Key Concepts: Function, Connection, Perspective.</p> <p>Related Concepts: Production, Consumption, Goods, Services, Supply & demand, Roles, Initiative.</p> <p>Lines of inquiry: The role of supply and demand. How supply and demand affect suppliers, goods, services and prices. The role of consumers in creating demand. Our responsibility as consumers toward sustainable living.</p> <p>Learner Profile: Risk-takers, Communicators, Thinkers.</p> <p>Approaches to Learning: Social, Communication and Self-management skills.</p> <p>Text type Persuade.</p>	<p>Central Idea: Responses to crises can support or obstruct solutions to peace and justice.</p> <p>Subject Focus: Social Studies, PSPE.</p> <p>Key Concepts: Causation, Perspective, Responsibility.</p> <p>Related Concepts: Conflict, Peace, Justice, Equity, Complexity.</p> <p>Lines of inquiry: Root causes of crises. Solutions to create peace and justice at multiple levels locally and globally. Intended and unintended consequences of actions.</p> <p>Learner Profile: Caring, Reflective, Principled.</p> <p>Approaches to Learning: Communication, Social and Self-management skills.</p> <p>Text type Explain.</p>
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