

WRCA Programme of Inquiry 2022 - 2023

	Junior Kindergarten	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
<p>Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</p>	<p>Unit #1 (Year-long)</p> <p><i>Central Idea:</i> We can learn about ourselves through play.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> ● Likes and dislikes (Perspective) ● Our similarities and differences (Connection) ● Attitudes towards new experiences (Causation) <p><i>Learner Profile:</i> Open-minded, Caring, Principled</p> <p><i>Key Concepts:</i> Connection, Perspective, Causation</p> <p><i>Related Concepts:</i> Creativity, Imagination, Identity</p> <p><i>Approaches to Learning:</i> Listening, Speaking, Organization</p>	<p>Unit #1</p> <p><i>Central Idea:</i> By understanding ourselves, we can build healthy relationships and families.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> ● Our unique characteristics (Form) ● Changing rights, roles, and responsibilities (Change) ● Healthy relationships at home and at school (Connection) <p><i>Learner Profile:</i> Courageous, Communicators, Caring</p> <p><i>Key Concepts:</i> Form, Responsibility, Connection</p> <p><i>Related Concepts:</i> Relationships, Choices, Rules & procedures</p> <p><i>Approaches to Learning:</i> Resilience, Mindfulness, Emotional Management, Safety</p>	<p>Unit #1:</p> <p><i>Central Idea:</i> Healthy communities are made when responsible citizens with different roles show teamwork.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> ● Citizenship in my different communities (Connection) ● Roles and responsibilities (Responsibility) ● Characteristics of Healthy Communities (Function) <p><i>Learning Profile:</i> Thinkers, Principled, Communicators</p> <p><i>Key Concepts:</i> Connection, Responsibility, Function</p> <p><i>Related Concepts:</i> Family, Relationships, Roles</p> <p><i>Approaches to Learning:</i> Safety, Listening, Spatial Awareness</p>	<p>Unit #1</p> <p><i>Central Idea:</i> Being mindful of our physical, emotional and mental health enables us to respond to the world in a healthy way.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> ● How physical, emotional and mental health are interconnected (Connection) ● Managing and expressing emotions (Responsibility) ● Practices that promote health and well-being (Causation) <p><i>Learner Profile:</i> Caring, Reflective, Balanced</p> <p><i>Key Concepts:</i> Causation, Responsibility, Connection</p> <p><i>Related Concepts:</i> Balance, Relationships, Choice</p> <p><i>Approaches to Learning:</i> Social & Emotional Intelligence, Interpreting, Mindfulness</p>	<p>Unit #4</p> <p><i>Central Idea:</i> Multicultural awareness helps us to understand diversity.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> ● Respecting cultural diversity (Perspective) ● How our experiences shape who we are (Causation) ● Similarities across cultures (Connection) <p><i>Learner Profile:</i> Communicators, Reflective, Open-minded</p> <p><i>Key Concepts:</i> Perspective, Causation, Connection</p> <p><i>Related Concepts:</i> Diversity, Culture, Tradition</p> <p><i>Approaches to Learning:</i> Interpreting, Metacognition, Considering New Perspectives</p>	<p>Unit #6</p> <p><i>Central Idea:</i> Identity comes from heritage and place.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> ● Comparing heritage and traditions (Perspective) ● How place influences identity (Causation) ● Impacts of residential schools (Change) <p><i>Learner Profile:</i> Open-minded, Reflective, Balanced</p> <p><i>Key Concepts:</i> Perspective, Causation, Change</p> <p><i>Related Concepts:</i> Culture, Family, Conflict</p> <p><i>Approaches to Learning:</i> Listening, Interpersonal Relationships, Reflection & Metacognition</p>	<p>Unit #5</p> <p style="text-align: center;">EXHIBITION</p> <p style="text-align: center;">Student groups create central ideas and lines of inquiry.</p> <p style="text-align: center;">All key concepts & aspects of the Transdisciplinary Theme are open to be investigated</p>

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<p>Where We Are In Place And Time</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>Unit #2:</p> <p><i>Central Idea:</i> Communities are shaped by their environment.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • Natural and human made features of communities (Form) • Communities change over time (Change) • Communities adapt to their location (Causation) <p><i>Learner Profile:</i> Knowledgeable, Reflective, Thinkers</p> <p><i>Key Concepts:</i> Form, Causation, Change</p> <p><i>Related Concepts:</i> Natural resources, Civilization, Growth</p> <p><i>Approaches to Learning:</i> Forming Decisions, Interpersonal Relationships, Evaluating</p>	<p>Unit #6</p> <p><i>Central Idea:</i> Water cycles through the environment and is essential to all living things.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • The water cycle (Function) • Geographical features of regions (Change) • How communities depend on water (Connection) <p><i>Learner Profile:</i> Caring, Reflective, Knowledgeable</p> <p><i>Key Concepts:</i> Function, Change, Connection</p> <p><i>Related Concepts:</i> Interaction, Conservation, Cycles</p> <p><i>Approaches to Learning:</i> Evaluating & Communicating, Generating Novel Ideas, Evaluating</p>	<p>Unit #3</p> <p><i>Central Idea:</i> Space exploration enhances our understanding of the Universe.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • How the solar system works (Function) • Space exploration through time (Change) • Understanding of the solar system across cultures (Perspective) <p><i>Learner Profile:</i> Knowledgeable, Open-minded, Thinkers</p> <p><i>Key Concepts:</i> Change, Function, Perspective</p> <p><i>Related Concepts:</i> Systems, Discovery, Interaction</p> <p><i>Approaches to Learning:</i> Information Transfer, Data Gathering & Documenting, Listening</p>	<p>Unit #2</p> <p><i>Central Idea:</i> Exploration enhances awareness.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • Similarities and differences between cultures (Form) • Changes because of contact (Change) • How perspective influences interpretations (Perspective) <p><i>Learner Profile:</i> Thinkers, Courageous, Open-minded</p> <p><i>Key Concepts:</i> Form, Change, Perspective</p> <p><i>Related Concepts:</i> Migration, Discovery, Geography</p> <p><i>Approaches to Learning:</i> Dialectical Thought, Evaluating, Perseverance</p>	<p>Unit #2:</p> <p><i>Central Idea:</i> Migration shapes identities.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • Push and pull factors for migration (Causation) • Personal experiences of migration (Perspective) • Responses to immigration over time (Responsibility) <p><i>Learner Profile:</i> Inquirers, Caring, Communicators</p> <p><i>Key Concepts:</i> Causation, Change, Perspective</p> <p><i>Related Concepts:</i> Immigration, Settlement, Culture</p> <p><i>Approaches to Learning:</i> Evaluation, Data Gathering & Documenting, Listening</p>

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<p>How We Express Ourselves</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>Unit #2</p> <p><i>Central Idea:</i> Feelings and experiences are expressed through creativity.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> Types of emotions (Form) Connections between feelings and experiences (Connection) Creatively expressing emotion (Responsibility) <p><i>Learner Profile:</i> Communicators, Reflective, Courageous</p> <p><i>Key Concepts:</i> Form, Perspective, Connection</p> <p><i>Related Concepts:</i> Expression, Creativity, Emotion</p> <p><i>Approaches to Learning:</i> Social and Emotional Intelligence, Emotional Management, Perseverance</p>	<p>Unit #2</p> <p><i>Central Idea:</i> Celebrations reflect our family traditions.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> Elements of a celebration (Form) Family traditions (Function) Celebrations around the world (Perspective) <p><i>Learner Profile:</i> Principled, Open-minded</p> <p><i>Key Concepts:</i> Form, Perspective, Function</p> <p><i>Related Concepts:</i> Celebration, Expression, Tradition</p> <p><i>Approaches to Learning:</i> Forming Decisions, Interpersonal Relationships, Considering New Perspectives, Information Transfer</p>	<p>Unit #3:</p> <p><i>Central Idea:</i> Stories express our experiences.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> Different ways of storytelling (Form) Connections are built through stories (Connection) Appreciating others' experiences through story (Perspective) <p><i>Learner Profile:</i> Open-minded, reflective, caring</p> <p><i>Key Concepts:</i> Form, Connection, Perspective</p> <p><i>Related Concepts:</i> Expression, Communication, Performance</p> <p><i>Approaches to Learning:</i> Speaking, Generating Novel Ideas, Perseverance</p>	<p>Unit #3</p> <p><i>Central Idea:</i> Creativity is demonstrated through literature.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> How everyone can create a unique story (Perspective) Sharing stories to instruct, inspire, and entertain (Function) Elements of literature (Form) <p><i>Learner Profile:</i> Knowledgeable, Principled, Communicators</p> <p><i>Key Concepts:</i> Perspective, Function, Form</p> <p><i>Related Concepts:</i> Communication, Creativity, Process</p> <p><i>Approaches to Learning:</i> Reading, Writing, Listening</p>	<p>Unit #1</p> <p><i>Central Idea:</i> Storytelling can be a vehicle for developing knowledge and understanding.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> Creating knowledge (Perspective) How collective memory shapes culture and identity (Connection) Different ways of gaining knowledge (Form) <p><i>Learner Profile:</i> Thinkers, Caring, Communicators</p> <p><i>Key Concepts:</i> Perspective, Connection, Form</p> <p><i>Related Concepts:</i> Communication, Process, Knowledge</p> <p><i>Approaches to Learning:</i> Reading, Writing, Group Decision Making</p>	<p>Unit #5</p> <p><i>Central Idea:</i> Finding inspiration through art.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> Appreciating artistic styles (Form) Faith Inspirations (Connections) Creating and responding to art (Perspective) <p><i>Learner Profile:</i> Inquirers, Open-minded, Communicators</p> <p><i>Key Concepts:</i> Connection, Form, Perspective</p> <p><i>Related Concepts:</i> Technology, Expression, Imagination</p> <p><i>Approaches to Learning:</i> Generating Novel Ideas, Formulating & Planning, Organization</p>	<p>Unit #6</p> <p><i>Central Idea:</i> Expression invites action.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> Arts and social movements through history (Change) Forms of artistic expression (Form) Connecting to and inspiring audiences (Causation) <p><i>Learner Profile:</i> Thinkers, Courageous, Communicators</p> <p><i>Key Concepts:</i> Change, Form, Causation</p> <p><i>Related Concepts:</i> Symbols, Meaning, Belief</p> <p><i>Approaches to Learning:</i> Reading, Writing, Resilience</p>

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<p>How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment</p>	<p>Unit #3</p> <p><i>Central Idea:</i> Structures are built to meet needs.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> Structures we use (Connection) Appropriate tools and materials (Causation) Purposes of structures (Function) <p><i>Learner Profile:</i> Inquirers, Thinkers, Knowledgeable</p> <p><i>Key Concepts:</i> Connection, Causation, Function</p> <p><i>Related Concepts:</i> Purpose, Structure, Resources</p> <p><i>Approaches to Learning:</i> Generating Novel Ideas, Evaluating and Communicating</p>	<p>Unit #3:</p> <p><i>Central Idea:</i> Properties of materials determine their function.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> Properties of familiar materials (Form) How objects move (Causation) How materials are used (Function) <p><i>Learner Profile:</i> Knowledgeable, Thinkers, Reflective</p> <p><i>Key Concepts:</i> Form, Causation, Function</p> <p><i>Related Concepts:</i> Toys, Playgrounds, Structure</p> <p><i>Approaches to Learning:</i> Synthesizing & Interpreting, Evaluating, Analysing, Reflection & Metacognition</p>	<p>Unit #6:</p> <p><i>Central Idea:</i> Scientific exploration helps us experience our world.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> The scientific method (Form) Experiencing through our five senses (Perspective) Manipulation of light and sound (Causation) <p><i>Learner Profile:</i> Knowledgeable, Balanced, Open-minded</p> <p><i>Key Concepts:</i> Form, Perspective, Causation</p> <p><i>Related Concepts:</i> Processes, Experiences, Discovery</p> <p><i>Approaches to Learning:</i> Analyzing, Data Gathering & Documenting, Formulating & Planning</p>	<p>Unit #2</p> <p><i>Central Idea:</i> Physical and chemical processes change materials.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> States of matter (Change) Physical and chemical changes (Causation) Properties of matter (Form) <p><i>Learner Profile:</i> Inquirers, Communicators, Thinkers</p> <p><i>Key Concepts:</i> Form, Causation, Change</p> <p><i>Related Concepts:</i> Change, Properties, Matter</p> <p><i>Approaches to Learning:</i> Analyzing, Synthesizing & Interpreting, Spatial Awareness</p>	<p>Unit #5</p> <p><i>Central Idea:</i> Energy can be seen in various forms and changed in different ways.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> Different Types of Energy (Form) Transfer of energy (Change) Conserving Energy (Responsibility) <p><i>Learner Profile:</i> Inquirers, Thinkers, Knowledgeable</p> <p><i>Key Concepts:</i> Form, Change, Responsibility</p> <p><i>Related Concepts:</i> Energy, Conservation, Transformation</p> <p><i>Approaches to Learning:</i> Analyzing, Forming Decisions, Interpersonal Relationships</p>	<p>Unit #4</p> <p><i>Central Idea:</i> How we source our energy may impact our environment.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> Renewable and nonrenewable energy sources (Form) How societies use energy (Function) The impact of energy use on the environment (Connection) <p><i>Learner Profile:</i> Inquirers, Communicators, Knowledgeable</p> <p><i>Key Concepts:</i> Form, Function, Connection</p> <p><i>Related Concepts:</i> Energy, Sustainability, Conservation</p> <p><i>Approaches to Learning:</i> Data Gathering & Documenting, Synthesizing & Interpreting, Speaking</p>	<p>Unit #3:</p> <p><i>Central Idea:</i> Knowledge and perspective inform design.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> Forces and energy (Form) Simple and compound machines (Function) Design and ingenuity with simple machines (Perspective) <p><i>Learner Profile:</i> Knowledgeable, Courageous, Thinkers</p> <p><i>Key Concepts:</i> Form, Function, Perspective</p> <p><i>Related Concepts:</i> Forces, Design, Teamwork</p> <p><i>Approaches to Learning:</i> Group Decision Making, Organization, Perseverance</p>

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<p><i>How We Organize Ourselves</i> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision - making; economic activities and their impact on humankind and the environment</p>			<p>Unit #4:</p> <p><i>Central Idea:</i> Patterns function within creation.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • How nature influences human patterns (Causation) • Common objects in the sky (Connection) • Other culture’s knowledge of Creation’s patterns (Perspective) <p><i>Learner Profile:</i> Open-minded, Balanced, Caring</p> <p><i>Key Concepts:</i> Connection, Causation, Function</p> <p><i>Related Concepts:</i> Cycles, Movement, Symbolism</p> <p><i>Approaches to Learning:</i> Synthesizing & Interpreting, Considering New Perspectives, Mindfulness</p>	<p>Unit #4</p> <p><i>Central Idea:</i> Communities provide services that work together to meet their needs.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • Ways community members help meet people’s needs and wants (Connection) • Planning a productive community (Function) • Similarities between different communities (Form) <p><i>Learner Profile:</i> Thinkers, Courageous, Principled</p> <p><i>Key Concepts:</i> Connection, Function, Form</p> <p><i>Related Concepts:</i> Communities, Interdependence, Organization</p> <p><i>Approaches to Learning:</i> Interpersonal Relationships, Formulating & Planning, Forming Decisions</p>	<p>Unit #6</p> <p><i>Central Idea:</i> Maps interpret global changes.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • Maps of the past and present (Change) • How human and natural activity affects maps (Causation) • Using, interpreting, and making maps (Function) <p><i>Learner Profile:</i> Thinkers, Balanced, Principled</p> <p><i>Key Concepts:</i> Change, Causation, Function</p> <p><i>Related Concepts:</i> Progress, Shape, Scale</p> <p><i>Approaches to Learning:</i> Social Emotional Intelligence, Organization, Perseverance</p>	<p>Unit #3</p> <p><i>Central Idea:</i> Trade causes change.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • Trading through time (Change) • Goods and resources in the fur trade (Function) • The relationship between resources and power (Causation) <p><i>Learner Profile:</i> Principled, Balanced, Courageous</p> <p><i>Key Concepts:</i> Causation Function, Change</p> <p><i>Related Concepts:</i> Settlement, Supply and Demand, Trade</p> <p><i>Approaches to Learning:</i> Group Decision Making, Forming Decisions, Information Transfer</p>	<p>Unit #1</p> <p><i>Central Idea:</i> Governments make decisions that may reflect citizens’ needs and values.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • Levels of government (Function) • Responsible citizenship (Responsibility) • Regional circumstances and government decisions (Causation) <p><i>Learner Profile:</i> Communicators, Reflective, Principled</p> <p><i>Key Concepts:</i> Function, Responsibility, Causation</p> <p><i>Related Concepts:</i> Government, Decision-making, Systems</p> <p><i>Approaches to Learning:</i> Forming Decisions, Synthesizing & Interpreting, Considering New Perspectives</p>

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<p><i>Sharing The Planet</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</p>	<p>Unit #4</p> <p><i>Central Idea:</i> People use the earth's resources to produce and provide food.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • The food we enjoy (Form) • The journey from Farm to table (Change) • Farms and gardens as natural systems (Function) <p><i>Learner Profile:</i> Inquirers, Caring, Knowledgeable</p> <p><i>Key Concepts:</i> Form, Change, Function</p> <p><i>Related Concepts:</i> Nutrition, Natural Resources, Systems</p> <p><i>Approaches to Learning:</i> Evaluating and Communicating, Symbolic Exploration & Expression</p>	<p>Unit #4</p> <p><i>Central Idea:</i> Living things have basic needs.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • Basic needs of plants and animals (Causation) • Features of plants and animals that help them meet their basic needs (Causation) • First nations interactions with nature to survive (Connection) • Our choices impact our world (Responsibility) <p><i>Learner Profile:</i> Inquirers, Balanced</p> <p><i>Key Concepts:</i> Causation, Connection, Change</p> <p><i>Related Concepts:</i> Interdependence, Habitat, Survival</p> <p><i>Approaches to Learning:</i> Spatial Awareness, Interpreting, Data Gathering & Documenting, Self-motivation</p>	<p>Unit #5:</p> <p><i>Central Idea:</i> Living things adapt in order to survive.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • Classification of living things (Connection) • Characteristics and adaptations for survival (Change) • Conflict and getting along (Perspective) <p><i>Learner Profile:</i> Inquirers, Courageous, Knowledgeable</p> <p><i>Key Concepts:</i> Connection, Change, Perspective</p> <p><i>Related Concepts:</i> Conflict, Survival, Adaptation</p> <p><i>Approaches to Learning:</i> Social & Emotional Intelligence, Reflection & Metacognition, Reading</p>	<p>Unit #5</p> <p><i>Central Idea:</i> Living things have life cycles.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • Life cycles (Function) • Similarities and differences between parent and offspring (Causation) • Stewardship of living things (Responsibility) <p><i>Learner Profile:</i> Inquirers, Caring, Communicators</p> <p><i>Key Concepts:</i> Function, Causation, Responsibility</p> <p><i>Related Concepts:</i> Cycles, Growth, Research</p> <p><i>Approaches to Learning:</i> Data Gathering & Documenting, Media Literacy, Perseverance</p>	<p>Unit #2</p> <p><i>Central Idea:</i> Natural forces impact communities.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • Experimentation with different types of forces (Function) • How natural forces shape landforms (Causation) • How communities adapt and respond to natural disasters (Connection) <p><i>Learner Profile:</i> Inquirers, Courageous, Knowledgeable</p> <p><i>Key Concepts:</i> Function, Connection, Causation</p> <p><i>Related Concepts:</i> Forces, Erosion, Consequences</p> <p><i>Approaches to Learning:</i> Formulating & Planning, Speaking, Dialectical Thought</p>	<p>Unit #1</p> <p><i>Central Idea:</i> Creation thrives with interdependence.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • Biodiversity and interdependence (Function) • Types of biomes (Form) • Responsible stewardship (Responsibility) <p><i>Learner Profile:</i> Thinkers, Balanced, Caring</p> <p><i>Key Concepts:</i> Function, Form, Responsibility</p> <p><i>Related Concepts:</i> Biodiversity, Interdependence, Balance</p> <p><i>Approaches to Learning:</i> Reading, Writing, Mindfulness</p>	<p>Unit #4:</p> <p><i>Central Idea:</i> Sustainability requires balance.</p> <p><i>Lines of Inquiry:</i></p> <ul style="list-style-type: none"> • Connections between the environment, economy and society (Connection) • Methods of resource extraction (Function) • Values and beliefs of stakeholders (Perspective) <p><i>Learner Profile:</i> Principled, Caring, Open-minded</p> <p><i>Key Concepts:</i> Function, Connection, Perspective</p> <p><i>Related Concepts:</i> Sustainability, Values, Resources</p> <p><i>Approaches to Learning:</i> Reflection & Metacognition, Dialectical Thought, Evaluation & Communicating</p>