

ACG School Jakarta Programme of Inquiry 2018-2019

Kindergarten

<p>Who we are</p> <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>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 civilisations, from local and global perspectives.</p>	<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>How the world works</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>How we organise ourselves</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>Sharing the planet</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>
<p>We are always learning new things about ourselves.</p>	<p>Spaces and facilities in and around buildings determine how people use them.</p>	<p>Through play, we express our feelings and ideas and come to new understandings.</p>	<p>Patterns affect our daily lives.</p>		
<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -The similarities and differences between us (Connection) -How I am growing and changing (Change) -The individual characteristics that make us unique (Perspective) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Characteristics and arrangements of physical space (Form) -How people use different spaces (Function) -Our responsibility to share spaces with others (Responsibility) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Imaginative use of materials (Perspective) -Communicating through play (Connection) -The role of toys in play (Function) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Patterns in the natural world (Form) -Using patterns to make predictions (Causation) -Consequences of disrupting a pattern (Reflection) 		
<p>Key Concepts</p> <p>Connection, Change, Perspective</p>	<p>Key Concepts</p> <p>Form, Function, Responsibility</p>	<p>Key Concepts</p> <p>Perspective, Connection, Function</p>	<p>Key Concepts</p> <p>Form, Causation, Reflection</p>		
<p>Related Concepts</p> <p>Growth, Identity, Diversity, Development, Stages of Growth</p>	<p>Related Concepts</p> <p>Environment, Place, Location, Arrangement, Organization, Transformation</p>	<p>Related Concepts</p> <p>Meaning, Safety, Communication, Interpretation, Expression, Imagination, Properties and Uses of Materials</p>	<p>Related Concepts</p> <p>Patterns, Plants, Cycles, Weather, Seasons, Animals, Systems, Predictions</p>		
<p>Learner Profile</p> <p>Communicators, Open-minded, Reflective</p>	<p>Learner Profile</p> <p>Balanced, Inquirers, Principled</p>	<p>Learner Profile</p> <p>Caring, Thinkers, Reflective</p>	<p>Learner Profile</p> <p>Knowledgeable, Risk-Taker, Thinker</p>		
<p>Attitudes</p> <p>Independence, Integrity, Empathy</p>	<p>Attitudes</p> <p>Appreciation, Cooperation, Tolerance</p>	<p>Attitudes</p> <p>Commitment, Creativity, Respect</p>	<p>Attitudes</p> <p>Enthusiasm, Confidence, Curiosity</p>		
<p>Transdisciplinary Skills</p> <p>Self-management Skills, Communication Skills</p>	<p>Transdisciplinary Skills</p> <p>Self-management Skills, Social Skills</p>	<p>Transdisciplinary Skills</p> <p>Self-management Skills, Social Skills</p>	<p>Transdisciplinary Skills</p> <p>Research Skills, Thinking Skills</p>		
<p>Single-subject Integrations</p> <p>Bahasa Indonesia</p>	<p>Single-subject Integrations</p> <p>Swimming</p>	<p>Single-subject Integrations</p> <p>Arts</p>	<p>Single-subject Integrations</p> <p>Physical Education, Music</p>		
<p>Subject Focus</p> <ul style="list-style-type: none"> -SS- Social organization and culture -PSPE- Identity 	<p>Subject Focus</p> <ul style="list-style-type: none"> -SS- Human and natural environments -SS- Resources and the environment -PSPE- Interactions 	<p>Subject Focus</p> <ul style="list-style-type: none"> -Science- Materials and matter -SS- Social organisation and culture 	<p>Subject Focus</p> <ul style="list-style-type: none"> -Science- Earth and space -Science- Living things 		
<p>Order</p> <p>Year long unit</p>	<p>Dates</p> <p>Unit 1 7 August- 9 November</p>	<p>Order</p> <p>Unit 2 12 November- 15 February</p>	<p>Order</p> <p>Unit 3 25 February- 24 May</p>		

The order and content of the POI may change slightly to accommodate the needs of the students.

ACG School Jakarta Programme of Inquiry 2018-2019

Kindergarten 4

<p>Who we are</p> <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>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 individuals and civilisations, from local and global perspectives.</p>	<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>How the world works</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>How we organise ourselves</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>Sharing the planet</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>
<p>Relationships differ depending on the connection people have with each other.</p>		<p>Senses can stimulate different feelings.</p>		<p>Transport systems exist to meet the different needs within the community.</p>	<p>Animals and people interact in different ways and in different contexts.</p>
<p>Lines of Inquiry -How relationships work (Function) -How relationships affect us (Causation) -Roles and responsibilities within relationships (Responsibility)</p>		<p>Lines of Inquiry -The five senses (Form) -How the five senses influence our feelings (Connection) -How we use our senses to express ourselves (Perspective)</p>		<p>Lines of Inquiry -Different types of transportation (Form) -Why we have different types of transportation (Causation) -How transportation has changed (Change)</p>	<p>Lines of Inquiry -The ways that animals and humans are connected (Connection) -Our responsibility for the well being of animals (Responsibility) -How animals are suited to a particular purpose (Reflection)</p>
<p>Key Concepts Function, Causation, Responsibility</p>		<p>Key Concepts Form, Connection, Perspective</p>		<p>Key Concepts Form, Causation, Change</p>	<p>Key Concepts Responsibility, Reflection</p>
<p>Related Concepts Family, Identity, Relationships, Similarities & Differences, Diversity, Friendship</p>		<p>Related Concepts Creativity, Expression, Communication, Properties of Materials, Meaning</p>		<p>Related Concepts Systems, Transformation, Impact, Safety</p>	<p>Related Concepts Animals, Conservation, Habitat, Ownership</p>
<p>Learner Profile Communicators, Caring, Open-minded</p>		<p>Learner Profile Inquirer, Communicator, Reflective</p>		<p>Learner Profile Inquirers, Knowledgeable, Thinkers</p>	<p>Learner Profile Principled, Caring, Risk-takers</p>
<p>Attitudes Integrity, Respect, Tolerance</p>		<p>Attitudes Creativity, Appreciation, Empathy</p>		<p>Attitudes Curiosity, Enthusiasm, Independence</p>	<p>Attitudes Cooperation, Appreciation, Respect</p>
<p>Transdisciplinary Skills Social Skills</p>		<p>Transdisciplinary Skills Research, Self-management Skills</p>		<p>Transdisciplinary Skills Research Skills, Thinking Skills</p>	<p>Transdisciplinary Skills Communication Skills</p>
<p>Single-subject Integrations Bahasa Indonesia</p>		<p>Single-subject Integrations Music</p>		<p>Single-subject Integrations Swimming, Physical Education</p>	<p>Single-subject Integrations Arts</p>
<p>Subject Focus -SS- Social organisation and culture</p>		<p>Subject Focus -Science- Living Things -Science- Materials and Matter -SS- Social organisation and culture</p>		<p>Subject Focus -Science- Materials and matter -SS- Human systems and economic activities -SS- Continuity and change through time</p>	<p>Subject Focus -Science- Living things</p>
<p>Order Unit 1 7 August- 5 October</p>	<p>Order Unit 2 15 October- 14 December</p>	<p>Order Unit 3 7 January- 15 March</p>	<p>Order Unit 4 18 March- 24 May</p>		

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ACG School Jakarta Programme of Inquiry 2018-2019

Year 1

<p>Who we are</p> <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>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 civilisations, from local and global perspectives.</p>	<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>How the world works</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>How we organise ourselves</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>Sharing the planet</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>
<p>Sharing our cultures helps us better understand each other.</p>	<p>People's culture and local area influence their homes.</p>	<p>Artists make choices to communicate personal ideas and feelings.</p>	<p>Everything around us is matter and has different properties.</p>	<p>Communities provide interconnected services to meet people's needs.</p>	<p>Living things depend on each other for survival.</p>
<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Our own culture (Form) -What makes cultures unique (Perspective) -How data can be used to represent similarities and differences among cultures (Connection) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Why homes are different (Causation) -How homes have changed (Change) -Cultural influences on homes (Perspective) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -The expression of personal ideas and feelings (Form) -Different mediums that can be used to create art (Function) -Art appreciation (Perspective) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -The properties of matter (Form) -How matter is used (Function) -How we can change one state of matter to another (Change) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -The interconnectedness of community services (Connection) -Roles and responsibilities of people in the community (Responsibility) -How a community meets people's needs (Reflection) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -How and why living things grow (Causation) -How living things are interconnected (Connection) -Our responsibility to care for living things (Responsibility)
<p>Key Concepts</p> <p>Form, Perspective, Connection</p>	<p>Key Concepts</p> <p>Form, Change, Perspective</p>	<p>Key Concepts</p> <p>Form, Function, Perspective</p>	<p>Key Concepts</p> <p>Form, Function, Change</p>	<p>Key Concepts</p> <p>Connection, Responsibility, Reflection</p>	<p>Key Concepts</p> <p>Causation, Connection, Responsibility</p>
<p>Related Concepts</p> <p>Culture, Artifacts, Traditions, Diversity, Identity, Family, Rights & Responsibilities, Relationships, Self</p>	<p>Related Concepts</p> <p>Properties and Uses of Materials, Structures, Similarities & Differences, Adaptation, Transformation, History, Locality, Ownership</p>	<p>Related Concepts</p> <p>Expression, Body Control, Spatial Awareness, Properties and Uses of Materials, Culture, Pattern, Communication, Identity,</p>	<p>Related Concepts</p> <p>Properties and Uses of Materials, Changes of State, Physical and Chemical Changes, Solids, Liquids, Gases</p>	<p>Related Concepts</p> <p>Community, Systems, Citizenship, Employment, Cooperation, Rights, Roles,</p>	<p>Related Concepts</p> <p>Process, Growth, Classification, Conservation, Animals, Plants, Ecosystems, Habitat, Needs, Interactions</p>
<p>Learner Profile</p> <p>Risk-takers, Open-minded, Reflective</p>	<p>Learner Profile</p> <p>Inquirers, Thinkers, Reflective</p>	<p>Learner Profile</p> <p>Communicators, Risk-takers, Balanced</p>	<p>Learner Profile</p> <p>Inquirers, Thinkers, Knowledgeable</p>	<p>Learner Profile</p> <p>Caring, Communicators, Principled</p>	<p>Learner Profile</p> <p>Knowledgeable, Principled, Caring</p>
<p>Attitudes</p> <p>Tolerance, Integrity, Cooperation</p>	<p>Attitudes</p> <p>Curiosity, Empathy, Respect</p>	<p>Attitudes</p> <p>Appreciation, Creativity, Confidence</p>	<p>Attitudes</p> <p>Commitment, Independence, Enthusiasm</p>	<p>Attitudes</p> <p>Cooperation, Integrity, Respect</p>	<p>Attitudes</p> <p>Appreciation, Commitment, Curiosity</p>
<p>Transdisciplinary Skills</p> <p>Social Skills, Communication Skills and Research Skills</p>	<p>Transdisciplinary Skills</p> <p>Self-management Skills</p>	<p>Transdisciplinary Skills</p> <p>Self-management Skills, Communication Skills</p>	<p>Transdisciplinary Skills</p> <p>Research Skills, Thinking Skills</p>	<p>Transdisciplinary Skills</p> <p>Research Skills, Social Skills</p>	<p>Transdisciplinary Skills</p> <p>Research Skills, Communication Skills</p>
<p>Single-subject Integrations</p> <p>Physical Education</p>	<p>Single-subject Integrations</p> <p>Music, Arts, Bahasa Indonesia</p>	<p>Single-subject Integrations</p> <p>Physical Education, Arts, Bahasa Indonesia, Music</p>	<p>Single-subject Integrations</p> <p>Swimming</p>	<p>Single-subject Integrations</p>	<p>Single-subject Integrations</p>
<p>Subject Focus</p> <ul style="list-style-type: none"> -SS- Social Organization and Culture PSPE- Identity 	<p>Subject Focus</p> <ul style="list-style-type: none"> -Science- Materials and matter -SS- Continuity and change through time -SS- Human and natural environments 	<p>Subject Focus</p> <ul style="list-style-type: none"> -Science- Materials and matter -SS- Social organisation and culture 	<p>Subject Focus</p> <ul style="list-style-type: none"> -Science- Materials and matter 	<p>Subject Focus</p> <ul style="list-style-type: none"> -SS- Human systems and economic activities -SS- Social organisation and culture 	<p>Subject Focus</p> <ul style="list-style-type: none"> -Science- Living things -Social Studies-Resources and the environment -PSPE- Interactions
<p>Order</p> <p>Unit 3</p> <p>5 November- 14 December</p>	<p>Order</p> <p>Unit 4</p> <p>7 January- 15 February</p>	<p>Order</p> <p>Unit 2</p> <p>17 September- 2 November</p>	<p>Order</p> <p>Unit 5</p> <p>25 February- 12 April</p>	<p>Order</p> <p>Unit 6</p> <p>15 April- 24 May</p>	<p>Order</p> <p>Unit 1</p> <p>7 August- 14 September</p>

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ACG School Jakarta Programme of Inquiry 2018-2019

Year 2

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise 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 civilisations, 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 our creativity; our appreciation of the aesthetic.	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.	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 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.
Personal well-being requires a balance of interconnected factors.	The diverse features of a place determine how we live, work, and play.	Understanding light and sound can transform experience.	Machines can make work easier.	A marketplace serves the needs and wants of a community in many ways.	Humans and their choices have an impact on the planet.
Lines of Inquiry -Factors contributing to a person's sense of wellbeing (Form) -The interconnected aspects of well-being (Connection) -What it means to be healthy and balanced (Reflection)	Lines of Inquiry -Different types of places (Form) -How the features impact the use of a place (Causation) -The changing nature of places (Change)	Lines of Inquiry -Properties and uses of light and sound (Function) -How light and sound can be manipulated (Change) -How light and sound can enhance a performance (Perspective)	Lines of Inquiry -Various types of machines (Form) -How machines work (Function) -How machines affect our daily lives (Reflection)	Lines of Inquiry -How people make choices based on needs and wants (Connection) -Where goods come from (Function) -The marketplace as a system of exchanges (Causation)	Lines of Inquiry -The choices humans make (Form) -Human impact on the planet's resources (Causation) -Our responsibility to care for the planet (Responsibility)
Key Concepts Form, Connection, Reflection	Key Concepts Form, Change, Causation	Key Concepts Function, Change, Perspective	Key Concepts Form, Function, Reflection	Key Concepts Connection, Function, Causation	Key Concepts Form, Causation, Responsibility
Related Concepts Communication, Goal Setting, Identity, Body Image, Growth, Health, Nutrition, Exercise	Related Concepts Place, Diversity, Identity, Geography, Climate, Seasons, Landscape, Population, Systems (Weather)	Related Concepts Forms of energy, Transformation, Properties, Technological Advances, Audience, Performance, Communication	Related Concepts Conservation of Energy, Efficiency, Mechanics, Physics, Structures, Properties and uses of materials	Related Concepts Transportation, Properties and Uses of Materials, System, Money, Needs and Wants	Related Concepts Consumption, Choices, Impact, Pollution, Sustainability, Resources
Learner Profile Knowledgeable, Balanced, Reflective	Learner Profile Communicators, Knowledgeable, Thinkers	Learner Profile Balanced, Reflective, Risk-takers	Learner Profile Inquirers, Principled, Thinkers	Learner Profile Knowledgeable, Balanced, Reflective	Learner Profile Caring, Principled, Reflective
Attitudes Commitment, Independence, Respect	Attitudes Confidence, Curiosity, Empathy	Attitudes Appreciation, Creativity, Enthusiasm	Attitudes Commitment, Integrity, Curiosity	Attitudes Appreciation, Curiosity, Independence	Attitudes Commitment, Enthusiasm, Tolerance
Transdisciplinary Skills Thinking Skills, Self-Management Skills	Transdisciplinary Skills Communication Skills	Transdisciplinary Skills Thinking Skills	Transdisciplinary Skills Research Skills	Transdisciplinary Skills Social Skills, Self-management Skills	Transdisciplinary Skills Research Skills, Thinking Skills
Single-subject Integrations Physical Education, Swimming	Single-subject Integrations Music, Bahasa Indonesia	Single-subject Integrations Music, Arts	Single-subject Integrations Physical Education	Single-subject Integrations Bahasa Indonesia	Single-subject Integrations Arts
Subject Focus -Science- Living things -SS- Social organisation and culture	Subject Focus -SS- Human and natural environments -SS- Continuity and change through time -Science- Earth and space	Subject Focus -Science- Forces and energy -Science- Earth and space -SS- Social organization and culture	Subject Focus -Science- Materials and matter -Science- Forces and energy	Subject Focus -SS- Human systems and economic activities -Science- Materials and matter	Subject Focus -Science- Earth and space -SS- Resources and the environment
Order Unit 1 7 August- 14 September	Order Unit 5 25 February- 12 April	Order Unit 2 17 September- 2 November	Order Unit 6 15 April- 24 May	Order Unit 4 7 January- 15 February	Order Unit 3 5 November- 14 December

The order and content of the POI may change slightly to accommodate the needs of the students.

ACG School Jakarta Programme of Inquiry 2018-2019

Year 3

<p>Who we are</p> <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>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 civilisations, from local and global perspectives.</p>	<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>How the world works</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>How we organise ourselves</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>Sharing the planet</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>
<p>Being open-minded about different religions can help us develop spiritual and cultural understanding</p>	<p>Family histories provide an insight into cultural and personal identity.</p>	<p>Imagination is a powerful tool for extending our ability to think, create, and express ourselves.</p>	<p>Human survival is connected to understanding the continual changing nature of the Earth.</p>	<p>People create a variety of systems to communicate with others.</p>	<p>Organisms are impacted by changes in the environment.</p>
<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Different religions (Form) -Similarities and differences between religions (Connection) -How people experience spiritual health (Reflection) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Family ancestry (Form) -Artifacts, heirlooms or rituals that have meaning in a family (Perspectives) -Similarities and differences between generations within a family (Connection) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -The ways we demonstrate and enjoy our imagination (Causation) -How imagination helps us to consider other perspectives (Perspective) -The role of imagination in solving problems (Reflection) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Interconnectedness of the elements of the Earth (Connection) -How the Earth is changing (Change) -Human response to the Earth's changes (Responsibility) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Forms of communication (Form) -Signs and symbols (Function) -Specialized systems of communication have changed over time (Change) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -How an ecosystem works (Function) -The interdependence between organisms and ecosystems (Connection) -The effects of environmental change (Causation)
<p>Key Concepts</p> <p>Form, Connection, Reflection</p>	<p>Key Concepts</p> <p>Form, Perspective, Connection</p>	<p>Key Concepts</p> <p>Causation, Perspective, Reflection</p>	<p>Key Concepts</p> <p>Connection, Change, Responsibility</p>	<p>Key Concepts</p> <p>Form, Function, Change</p>	<p>Key Concepts</p> <p>Connection, Causation, Function</p>
<p>Related Concepts</p> <p>Religion, Beliefs & Values, Culture, Diversity, Identity, Attitude</p>	<p>Related Concepts</p> <p>Chronology, History, Traditions, Genetics, Artifacts, Tradition</p>	<p>Related Concepts</p> <p>Imagination, Creativity, Transformation, Innovation, Technology, Audience, Exploration, Expression</p>	<p>Related Concepts</p> <p>Weather, Climate, Impact, Patterns, Prevention, Adaptation</p>	<p>Related Concepts</p> <p>Communication, Media, Society, Networks, Dependence, Language, Systems</p>	<p>Related Concepts</p> <p>Biodiversity, Ecosystems, Ecology, Interdependence, Habitat, Organisms, Classification, Food Chains/Webs, Environment, Conservation, Sustainability</p>
<p>Learner Profile</p> <p>Open-minded, Principled, Reflective</p>	<p>Learner Profile</p> <p>Open-minded, Caring, Reflective</p>	<p>Learner Profile</p> <p>Communicators, Risk-takers, Thinkers</p>	<p>Learner Profile</p> <p>Inquirers, Knowledgeable, Caring</p>	<p>Learner Profile</p> <p>Knowledgeable, Thinkers, Communicators</p>	<p>Learner Profile</p> <p>Balanced, Inquirers, Principled</p>
<p>Attitudes</p> <p>Appreciation, Respect, Tolerance</p>	<p>Attitudes</p> <p>Appreciation, Curiosity, Empathy</p>	<p>Attitudes</p> <p>Enthusiasm, Creativity, Confidence</p>	<p>Attitudes</p> <p>Cooperation, Empathy, Respect</p>	<p>Attitudes</p> <p>Confidence, Cooperation, Creativity</p>	<p>Attitudes</p> <p>Commitment, Integrity, Independence</p>
<p>Transdisciplinary Skills</p> <p>Research Skills, Communication Skills, Self-management Skills</p>	<p>Transdisciplinary Skills</p> <p>Research Skills, Social Skills</p>	<p>Transdisciplinary Skills</p> <p>Communication Skills</p>	<p>Transdisciplinary Skills</p> <p>Research Skills, Thinking Skills</p>	<p>Transdisciplinary Skills</p> <p>Communication Skills</p>	<p>Transdisciplinary Skills</p> <p>Research Skills</p>
<p>Single-subject Integrations</p> <p>Bahasa Indonesia, Arts</p>	<p>Single-subject Integrations</p>	<p>Single-subject Integrations</p> <p>Arts, Music, Physical Education</p>	<p>Single-subject Integrations</p>	<p>Single-subject Integrations</p> <p>Bahasa Indonesia, Music, Physical Education, Swimming</p>	<p>Single-subject Integrations</p>
<p>Subject Focus</p> <p>-SS- Social organisation and culture</p>	<p>Subject Focus</p> <p>-SS- Social organisation and culture -Social studies- Continuity and change through time</p>	<p>Subject Focus</p> <p>-Science- Materials and matter -Science- Forces and energy -SS- Social organization and culture</p>	<p>Subject Focus</p> <p>-Science- Earth and space -SS- Human and natural environments</p>	<p>Subject Focus</p> <p>-SS- Human systems and economic activities -SS- Social organisation and culture</p>	<p>Subject Focus</p> <p>-Science- Living things -SS- Human and natural environments -SS- Resources and the environment</p>
<p>Order</p> <p>Unit 2 17 September- 2 November</p>	<p>Order</p> <p>Unit 1 7 August- 14 September</p>	<p>Order</p> <p>Unit 4 7 January- 15 February</p>	<p>Order</p> <p>Unit 3 5 November- 14 December</p>	<p>Order</p> <p>Unit 6 15 April- 24 May</p>	<p>Order</p> <p>Unit 5 25 February- 12 April</p>

The order and content of the POI may change slightly to accommodate the needs of the students.

ACG School Jakarta Programme of Inquiry 2018-2019

Year 4

<p>Who we are</p> <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>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 civilisations, from local and global perspectives.</p>	<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>How the world works</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>How we organise ourselves</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>Sharing the planet</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>
<p>Human body systems interact to achieve balance.</p>	<p>Migration occurs as a response to challenges and opportunities.</p>	<p>Beliefs and values are communicated through the art of storytelling.</p>	<p>The design of structures is dependent upon a variety of factors.</p>	<p>Many products go through a process of change before they are consumed or used.</p>	<p>Distribution of wealth affects communities and individuals' access to equal opportunities</p>
<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Human body systems and their purposes (Form) -How systems function (Function) -How the body systems are interconnected (Connection) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Migration of humans through history (Change) -Why humans and animals migrate (Causation) -The effects of migration on communities, cultures and individuals (Perspective) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -How stories are created and shared (Function) -How illustrations enhance a story (Function) -Why storytelling is different around the world (Causation) -How stories convey beliefs and values (Perspective) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Architecture over time (Change) -Why different materials are used in construction (Function) -Environmental factors to consider when designing and building (Responsibility) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Origins of products (Connection) -The process of production (Change) -Distribution of products (Connection) -How people select the products they use (Reflection) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Relationship between wealth and power (Connection) -People's differences can impact their access to opportunities (Perspective) -Equitable access to resources and opportunities (Responsibility)
<p>Key Concepts</p> <p>Form, Function, Connection</p>	<p>Key Concepts</p> <p>Change, Causation, Perspective</p>	<p>Key Concepts</p> <p>Function, Causation, Perspective</p>	<p>Key Concepts</p> <p>Change, Connection, Responsibility</p>	<p>Key Concepts</p> <p>Connection, Change, Perspective/Reflection</p>	<p>Key Concepts</p> <p>Connection, Perspective, Responsibility</p>
<p>Related Concepts</p> <p>Systems (Respiratory, Circulatory, Nervous, Skeletal, Muscular, Digestive), Interdependence, Health</p>	<p>Related Concepts</p> <p>Migration, Conflict, Progress, History, Discovery</p>	<p>Related Concepts</p> <p>Similarities & Differences, Communication, Traditions, Message/Meaning, Interpretation, Culture, Belief & Values</p>	<p>Related Concepts</p> <p>Resources, Geography, Impact, Sustainability, Natural Phenomena, Climate, Human Ingenuity, Structure, Impact, Landscape, Conservation of Energy</p>	<p>Related Concepts</p> <p>Production, Distribution, Consumption, Sustainability, Chemical and Physical Changes, Properties and Uses of Materials</p>	<p>Related Concepts</p> <p>Consumption, Wealth, Distribution, Poverty, Freedom, Education, Employment, Justice, Equality, Rights, Balance</p>
<p>Learner Profile</p> <p>Inquirers, Thinkers, Balanced</p>	<p>Learner Profile</p> <p>Inquirers, Communicators, Caring</p>	<p>Learner Profile</p> <p>Communicators, Risk-takers, Reflective</p>	<p>Learner Profile</p> <p>Inquirers, Thinkers, Risk-takers</p>	<p>Learner Profile</p> <p>Communicators, Reflective, Thinkers</p>	<p>Learner Profile</p> <p>Knowledgeable, Principled, Open-minded</p>
<p>Attitudes</p> <p>Commitment, Curiosity, Respect</p>	<p>Attitudes</p> <p>Curiosity, Empathy, Independence</p>	<p>Attitudes</p> <p>Commitment, Creativity, Independence</p>	<p>Attitudes</p> <p>Appreciation, Commitment, Creativity</p>	<p>Attitudes</p> <p>Cooperation, Creativity, Independence</p>	<p>Attitudes</p> <p>Curiosity, Empathy, Independence</p>
<p>Transdisciplinary Skills</p> <p>Research Skills, Self-management Skills</p>	<p>Transdisciplinary Skills</p> <p>Research Skills</p>	<p>Transdisciplinary Skills</p> <p>Thinking Skills, Communication Skills</p>	<p>Transdisciplinary Skills</p> <p>Research Skills</p>	<p>Transdisciplinary Skills</p> <p>Communication Skills</p>	<p>Transdisciplinary Skills</p> <p>Research Skills, Social Skills</p>
<p>Single-subject Integrations</p> <p>Physical Education, Swimming</p>	<p>Single-subject Integrations</p> <p>Music, Physical Education</p>	<p>Single-subject Integrations</p> <p>Arts, Bahasa Indonesia, Music</p>	<p>Single-subject Integrations</p> <p>Arts, Bahasa Indonesia</p>	<p>Single-subject Integrations</p>	<p>Single-subject Integrations</p>
<p>Subject Focus</p> <ul style="list-style-type: none"> -Science- Living things -PSPE- Active living 	<p>Subject Focus</p> <ul style="list-style-type: none"> -Science- Living Things -SS- Social organisation and culture -SS- Continuity and Change through time 	<p>Subject Focus</p> <ul style="list-style-type: none"> -SS- Social organisation and culture -PSPE- Identity 	<p>Subject Focus</p> <ul style="list-style-type: none"> -Science- Forces and Energy -Science- Earth and Space -Science- Materials and matter -SS- Human and natural environments 	<p>Subject Focus</p> <ul style="list-style-type: none"> -Science- Materials and matter -SS- Resources and the environment 	<p>Subject Focus</p> <ul style="list-style-type: none"> -SS- Human systems and economic activities -SS- Resources and the environment
<p>Order</p> <p>Unit 2 18 September- 2 November</p>	<p>Order</p> <p>Unit 1 7 August- 14 September</p>	<p>Order</p> <p>Unit 5 18 February- 12 April</p>	<p>Order</p> <p>Unit 3 5 November- 14 December</p>	<p>Order</p> <p>Unit 6 15 April- 24 May</p>	<p>Order</p> <p>Unit 4 7 January- 15 February</p>

The order and content of the POI may change slightly to accommodate the needs of the students.

ACG School Jakarta Programme of Inquiry 2018-2019

Year 5

<p>Who we are</p> <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>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 civilisations, from local and global perspectives.</p>	<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>How the world works</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>How we organise ourselves</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>Sharing the planet</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>
<p>Nature and nurture help to define who we are.</p>	<p>Evidence of ancient civilisations are reflected in our modern world.</p>	<p>Our cultural heritage influences our individual forms of expression.</p>	<p>Humans use their knowledge of scientific principles to understand the world.</p>	<p>The structure of a system affects its ability to serve a purpose.</p>	<p>Resolving conflicts and promoting justice can help maintain peace.</p>
<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Similarities and differences between humans and animals (Connection) -How traits are passed through generations (Causation) -What it means to be human (Reflection) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Characteristics of ancient civilisations (Form) -The major contributions of ancient civilizations to today's society (Connection) -Why ancient civilizations have changed over time (Change) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Different cultures (Form) -How the Arts can be used to express culture (Function) -Cultural expression (Perspective) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -Scientific misconceptions (Reflection) -How humans discover scientific principles through experimentation (Function) -How science and technology has changed over time (Change) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> -The structure and purpose of human-made systems (Function) -Reasons for implementing a system (Reflection) -Results of system failures (Causation) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - Causes of conflict (Causation) - How peace and conflict affect us (Perspective) - Strategies to resolve conflict and maintain peace (Responsibility)
<p>Key Concepts</p> <p>Connection, Causation, Reflection</p>	<p>Key Concepts</p> <p>Form, Connection, Change</p>	<p>Key Concepts</p> <p>Form, Function, Perspective</p>	<p>Key Concepts</p> <p>Reflection, Function, Change</p>	<p>Key Concepts</p> <p>Function, Reflection, Causation</p>	<p>Key Concepts</p> <p>Causation, Perspective, Responsibility</p>
<p>Related Concepts</p> <p>Inherited and Acquired Traits, Genetics, Behaviour, Classification, Reproduction</p>	<p>Related Concepts</p> <p>Discovery, Innovation, Chronology, History, Civilizations, Conflict, Exploration, Progress</p>	<p>Related Concepts</p> <p>Heritage, Traditions (tangible and intangible), Artifacts, Festivals, Celebrations</p>	<p>Related Concepts</p> <p>Physics, Force, Discovery, Properties, Innovation, Energy, Chemical Reaction, Propulsion, Prediction</p>	<p>Related Concepts</p> <p>Systems, Government, Electricity, Energy, Structure, Efficiency, Forms of Energy, Power</p>	<p>Related Concepts</p> <p>Conflict, Peace, Finite & Infinite Resources, Bullying, Relationships, Justice, Necessity</p>
<p>Learner Profile</p> <p>Thinkers, Principled, Balanced</p>	<p>Learner Profile</p> <p>Inquirers, Knowledgeable, Reflective</p>	<p>Learner Profile</p> <p>Open-minded, Risk-takers, Reflective</p>	<p>Learner Profile</p> <p>Inquirers, Thinkers, Reflective</p>	<p>Learner Profile</p> <p>Caring, Knowledgeable, Balanced</p>	<p>Learner Profile</p> <p>Communicators, Principled, Risk-takers</p>
<p>Attitudes</p> <p>Commitment, Confidence, Integrity</p>	<p>Attitudes</p> <p>Enthusiasm, Creativity, Curiosity</p>	<p>Attitudes</p> <p>Curiosity, Respect, Empathy</p>	<p>Attitudes</p> <p>Commitment, Creativity, Independence</p>	<p>Attitudes</p> <p>Appreciation, Cooperation, Creativity</p>	<p>Attitudes</p> <p>Integrity, Respect, Tolerance</p>
<p>Transdisciplinary Skills</p> <p>Social Skills, Communication Skills</p>	<p>Transdisciplinary Skills</p> <p>Research Skills</p>	<p>Transdisciplinary Skills</p> <p>Research Skills, Communication Skills</p>	<p>Transdisciplinary Skills</p> <p>Thinking Skills, Self-management Skills</p>	<p>Transdisciplinary Skills</p> <p>Self-management Skills</p>	<p>Transdisciplinary Skills</p> <p>Thinking Skills, Social Skills</p>
<p>Single-subject Integrations</p> <p>Physical Education, Arts</p>	<p>Single-subject Integrations</p> <p>Bahasa Indonesia</p>	<p>Single-subject Integrations</p> <p>Swimming, Bahasa Indonesia, Arts, Music</p>	<p>Single-subject Integrations</p> <p>Music</p>	<p>Single-subject Integrations</p>	<p>Single-subject Integrations</p> <p>Physical Education</p>
<p>Subject Focus</p> <ul style="list-style-type: none"> -Science- Living Things -PSPE- Identity 	<p>Subject Focus</p> <ul style="list-style-type: none"> -SS- Continuity and change through time 	<p>Subject Focus</p> <ul style="list-style-type: none"> -SS- Social organisation and culture -PSPE- Identity 	<p>Subject Focus</p> <ul style="list-style-type: none"> -Science- Forces and Energy -Science- Materials and Matter -Science- Earth and Space 	<p>Subject Focus</p> <ul style="list-style-type: none"> -Science- Forces and Energy -SS- Human systems and economic activity 	<p>Subject Focus</p> <ul style="list-style-type: none"> -SS- Resources and the environment -PSPE- Interactions -PSPE- Identity
<p>Order</p> <p>Unit 5 25 February- 12 April</p>	<p>Order</p> <p>Unit 4 7 January- 15 February</p>	<p>Order</p> <p>Unit 3 5 November- 14 December</p>	<p>Order</p> <p>Unit 6 15 April- 24 May</p>	<p>Order</p> <p>Unit 2 17 September- 2 November</p>	<p>Order</p> <p>Unit 1 7 August- 14 September</p>

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ACG School Jakarta Programme of Inquiry 2018-2019

Year 6

<p>Who we are</p> <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>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 civilisations, from local and global perspectives.</p>	<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>How the world works</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>How we organise ourselves</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>Sharing the planet</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>
<p>Changes people experience at different stages of their lives affect their evolving sense of self.</p>	<p>Exploration can lead to discoveries and new understandings.</p>	<p>Media allows people to communicate.</p>	<p>Inventions and innovations can solve problems.</p>	<p>Consumer choice drives the production of goods.</p>	<p>Exhibition</p>
<p>Lines of Inquiry -The changes that occur throughout life (Change) -Factors that contribute to well being during adolescence (Form) -How considering other people's points of view can influence our relationships (Perspective)</p>	<p>Lines of Inquiry -Significant explorations and discoveries through time (Form) -How methods of navigation have changed over time (i.e. stars, compass, GPS) (Change) -How understanding develops through exploration (Reflection) -The future of exploration (Reflection)</p>	<p>Lines of Inquiry: -How online media connects people (Connection) -How media allows us to explore other people's perspectives (Perspective) -How our actions online influence others (Responsibility)</p>	<p>Lines of Inquiry -How different inventions work (Function) -The reasons people invent and innovate (Causation) -The scientific understanding behind inventions and innovations (Reflection)</p>	<p>Lines of Inquiry -Market research informs demand for a product (Causation) -Advertisements can affect consumer choice (Connection) -Sustainable business practices (Responsibility)</p>	
<p>Key Concepts Form, Change, Perspective</p>	<p>Key Concepts Form, Change, Reflection</p>	<p>Key Concepts Connection, Perspective, Responsibility</p>	<p>Key Concepts Function, Causation, Reflection</p>	<p>Key Concepts Causation, Connection, Responsibility</p>	<p>Key Concepts All</p>
<p>Related Concepts Puberty, Well-being, Identity, Conflict, Networks, Relationships, Growth, Systems (Reproductive)</p>	<p>Related Concepts Discovery, Exploration, Progress, Chronology, History, Innovation, Space, Systems</p>	<p>Related Concepts Bias, Preconceptions, Propaganda, Judgement, Peer Pressure, Communication, Technology, Media, Networks, Identity, Belonging, Digital Citizenship, Stereotypes</p>	<p>Related Concepts Technological Advances, Physics, Mechanics, Inventions, Properties and Uses of Materials, Prototype</p>	<p>Related Concepts Market Research, Innovation, Supply and Demand, Economics, Sustainability, Techniques, Consumption, Choice</p>	<p>Related Concepts</p>
<p>Learner Profile Balanced, Caring, Principled</p>	<p>Learner Profile Knowledgeable, Inquirers, Reflective</p>	<p>Learner Profile Open-minded, Principled, Communicators</p>	<p>Learner Profile Inquirers, Risk-takers, Thinkers</p>	<p>Learner Profile Communicators, Reflective, Caring</p>	<p>Learner Profile All</p>
<p>Attitudes Appreciation, Confidence, Empathy</p>	<p>Attitudes Curiosity, Enthusiasm, Appreciation</p>	<p>Attitudes Enthusiasm, Integrity, Respect</p>	<p>Attitudes Commitment, Creativity, Independence</p>	<p>Attitudes Cooperation, Tolerance, Creativity</p>	<p>Attitudes All</p>
<p>Transdisciplinary Skills Research Skills, Social Skills</p>	<p>Transdisciplinary Skills</p>	<p>Transdisciplinary Skills</p>	<p>Transdisciplinary Skills Social Skills, Communication Skills</p>	<p>Transdisciplinary Skills Social Skills, Communication Skills</p>	<p>Transdisciplinary Skills All</p>
<p>Single-subject Integrations Physical Education</p>	<p>Single-subject Integrations Bahasa Indonesia</p>	<p>Single-subject Integrations Arts</p>	<p>Single-subject Integrations Music</p>	<p>Single-subject Integrations Arts</p>	<p>Single-subject Integrations Physical Education, Swimming, Bahasa Indonesia, Arts, Music</p>
<p>Subject Focus -PSPE- Active Living -PSPE- Identity -Science- Living Things -SS- Social organisation and culture</p>	<p>Subject Focus -SS- Continuity and change through time -SS- Human and natural environments -Science- Earth and space</p>	<p>Subject Focus -PSPE: Identity -PSPE: Interactions -SS- Social organization and culture -SS- Human systems and economic activity</p>	<p>Subject Focus -Science- Materials and matter -Science- Forces and energy</p>	<p>Subject Focus SS- Human systems and economic activity SS- Resources and the environment</p>	<p>Subject Focus</p>
<p>Order Unit 4 7 January- 15 February</p>	<p>Order Unit 6 29 April- 24 May</p>	<p>Order Unit 3 5 November- 14 December</p>	<p>Order Unit 1 7 August- 14 September</p>	<p>Order Unit 2 17 September- 2 November</p>	<p>Order Unit 5- Exhibition 18 February- 26 April</p>

The order and content of the POI may change slightly to accommodate the needs of the students.