

		<b>Who we are</b>	<b>Where we are in Place and Time</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>How we organize ourselves</b>	<b>Sharing the planet</b>
		An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy 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.
<b>Preschool</b>	Central Idea	Every day I learn about who I am, with and through others.	Documenting personal histories allows us to celebrate who we are and where we've come from.	Thoughts and feelings inspire self-expressions	Living things go through change	Cooperating and helping each other impacts our play	We have a responsibility to care for animals in our environment.
	Lines of Inquiry	<ul style="list-style-type: none"> <li>● Parts of my body</li> <li>● What I can do</li> <li>● Myself as part of a group</li> </ul>	<ul style="list-style-type: none"> <li>● Ways of documenting personal history</li> <li>● Personal change from birth to present.</li> <li>● Discovering family traits</li> </ul>	<ul style="list-style-type: none"> <li>● Exploration of Art mediums and colour</li> <li>● Exploration of art forms</li> <li>● Personal preference and perspectives on art work</li> </ul>	<ul style="list-style-type: none"> <li>● Needs of living things</li> <li>● Kinds of living things</li> <li>● Changes living things go through.</li> </ul>	<ul style="list-style-type: none"> <li>● How we help each other</li> <li>● Rules and routines within a group</li> <li>● Decision making within a group</li> </ul>	<ul style="list-style-type: none"> <li>● Animals that share our lives</li> <li>● Human impact on animals</li> <li>● How we can care for animals.</li> </ul>
	Key Concepts	Form Function Connection	Change Connection	Form Perspective Reflection	Change Causation Reflection	Connection Responsibility Function	Causation Connection Responsibility
	Related Concepts	Similarities and differences, Relationships	Development (growth) Family	Feelings Imagination	Growth Habitat classification	Behaviour Cooperation friendship	Relationships needs
	Learner Profile	Risk taker knowledgeable	Inquiries Communicators	Open minded communicator	Inquirer caring	Principled Balanced reflective	Thinker caring
	Attitudes	Confidence, Independence	Curiosity, Cooperation, Appreciation	Creativity Enthusiasm	Empathy respect	Integrity tolerance	Commitment Empathy
	Approaches to Learning	<p>Thinking skills</p> <ul style="list-style-type: none"> <li>● Application</li> <li>● Acquisition of knowledge</li> </ul> <p>Social skills</p> <ul style="list-style-type: none"> <li>● Accepting responsibility</li> <li>● Resolving conflicts</li> </ul> <p>Communication skills</p> <ul style="list-style-type: none"> <li>● Writing</li> <li>● Non-verbal communication</li> </ul> <p>Self-management skills</p> <ul style="list-style-type: none"> <li>● Gross motor skills</li> <li>● Healthy lifestyle</li> </ul> <p>Research skills</p> <ul style="list-style-type: none"> <li>● Formulating questions</li> <li>● Observing</li> </ul>	<p><i>Thinking Skills</i></p> <ul style="list-style-type: none"> <li>● Acquisition of knowledge</li> <li>● <i>Synthesis</i></li> </ul> <p><i>Social Skills</i></p> <ul style="list-style-type: none"> <li>● <i>Respecting others</i></li> <li>● <i>Cooperating</i></li> </ul> <p><i>Communication Skills</i></p> <ul style="list-style-type: none"> <li>● <i>Speaking</i></li> <li>● <i>Viewing</i></li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>● Fine motor skills</li> <li>● Time management</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>● Collecting data</li> <li>● Recording data</li> </ul>	<p>Thinking skills</p> <ul style="list-style-type: none"> <li>● Evaluation</li> <li>● Synthesis</li> </ul> <p>Social skills</p> <ul style="list-style-type: none"> <li>● Adopting a variety of group roles</li> <li>● Respecting others</li> </ul> <p>Communication skills</p> <ul style="list-style-type: none"> <li>● Non-verbal communication</li> <li>● Presenting</li> </ul> <p>Self-management skills</p> <ul style="list-style-type: none"> <li>● Fine motor skills</li> <li>● Spatial awareness</li> </ul> <p>Research skills</p> <ul style="list-style-type: none"> <li>● Collecting data</li> <li>● Interpreting data</li> </ul>	<p>Thinking skills</p> <ul style="list-style-type: none"> <li>● Analysis</li> <li>● Comprehension</li> </ul> <p>Social skills</p> <ul style="list-style-type: none"> <li>● Accepting responsibility</li> <li>● Cooperating</li> </ul> <p>Communication skills</p> <ul style="list-style-type: none"> <li>● Presenting</li> <li>● Viewing</li> </ul> <p>Self-management skills</p> <ul style="list-style-type: none"> <li>● Safety</li> <li>● Organisation</li> </ul> <p>Research skills</p> <ul style="list-style-type: none"> <li>● Interpreting data</li> <li>● Organising data</li> </ul>	<p>Thinking skills</p> <ul style="list-style-type: none"> <li>● Metacognition</li> <li>● Dialectical thinking</li> </ul> <p>Social skills</p> <ul style="list-style-type: none"> <li>● Group decision making</li> <li>● Resolving conflicts</li> </ul> <p>Communication skills</p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Speaking</li> </ul> <p>Self-management skills</p> <ul style="list-style-type: none"> <li>● Informed choices</li> <li>● Codes of behaviour</li> </ul> <p>Research skills</p> <ul style="list-style-type: none"> <li>● Observing</li> <li>● Formulating questions</li> </ul>	<p>Thinking skills</p> <ul style="list-style-type: none"> <li>● Application</li> <li>● Comprehension</li> </ul> <p>Social skills</p> <ul style="list-style-type: none"> <li>● Accepting responsibility</li> <li>● Respecting others</li> </ul> <p>Communication skills</p> <ul style="list-style-type: none"> <li>● Viewing</li> <li>● Non-verbal communication</li> </ul> <p>Self-management skills</p> <ul style="list-style-type: none"> <li>● Safety</li> <li>● Informed choices</li> </ul> <p>Research skills</p> <ul style="list-style-type: none"> <li>● Planning</li> <li>● Presenting research findings</li> </ul>



		<b>Who we are</b>	<b>Where we are in Place and Time</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>How we organize ourselves</b>	<b>Sharing the planet</b>
		An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy 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.
Grade 1	Central Idea	The choices people make affect their health and well-being.	Homes reflect cultural influences and local conditions.	Stories inform and provoke us, and give us pleasure.	Understanding the properties of matter allows people to make practical applications.	Transportation systems are directly related to the needs of community.	Plants are a life-sustaining resource for us and for other living things.  <u>Plants have specific needs in order to grow and stay healthy.</u>
	Lines of Inquiry	<ul style="list-style-type: none"> <li>What it means to have a balanced lifestyle</li> <li>How the choices we make affect our health</li> <li>Different sources of information that help us make choices</li> </ul>	<ul style="list-style-type: none"> <li>What constitutes a home</li> <li>How homes reflect family values</li> <li>How homes reflect local culture</li> <li>Factors that determine where people live</li> </ul>	<ul style="list-style-type: none"> <li>What a story is</li> <li>What stories convey</li> <li>How stories are created and shared</li> <li>Feelings and emotions that stories evoke</li> </ul>	<ul style="list-style-type: none"> <li>The evidence of the existence of air</li> <li>What air can do and how we use it</li> <li>The relationship between air, light and sound</li> <li>Focus states of matter</li> </ul>	<ul style="list-style-type: none"> <li>Specific purposes of different transportation systems</li> <li>Factors that affect the kind of systems that can be developed</li> <li>Relationship between transportation systems and the environment</li> </ul>	<ul style="list-style-type: none"> <li>What plants provide for us and for other living things</li> <li>The structure of a plant</li> <li>Caring for plant life</li> <li>Characteristics of a plant</li> </ul>
	Key Concepts	Responsibility Reflection Function	Form Connection Perspective	Perspective Reflection Causation	Function Causation Change	Function Connection Responsibility	Form Change Connection
	Related Concepts	Choice, influence, balance	Culture, needs, ownership, locality	Communication	Force, energy	Systems	Interdependence, systems
	Learner Profile	Caring Balanced	Open-minded Reflective	Communicators Principled	Inquirers Knowledgeable	Thinkers Risk takers	Caring Knowledgeable
	Attitudes	Respect Empathy	Cooperation Tolerance	Creativity Enthusiasm	Appreciation Curiosity	Commitment Integrity	Independence Confidence
	Approaches to Learning	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Analysis</li> <li>Comprehension</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>Resolving conflict</li> <li>Respecting other</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Safety</li> <li>Informed Choices</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Formulating questions</li> <li>Observing</li> </ul>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Acquisition of knowledge</li> <li>Comprehension</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>Adopting variety of group roles</li> <li>Respecting others</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Codes of behavior</li> <li>Informed choices</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Formulating questions</li> <li>Observing</li> </ul>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>metacognition</li> <li>evaluation</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>Cooperating</li> <li>Adopting variety of group roles</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Viewing</li> <li>writing</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Gross motor</li> <li>organization</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Planning</li> <li>Interpreting data</li> </ul>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Evaluation</li> <li>Synthesis</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>Resolving conflict</li> <li>Accepting Responsibility</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Viewing</li> <li>Writing</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Fine Motor</li> <li>Organization</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Presenting research findings</li> <li>Recording Data</li> </ul>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Application</li> <li>Dialectical thought</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>Group decision making</li> <li>Accepting Responsibility</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Reading</li> <li>Non verbal communication</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Spatial awareness</li> <li>Time management</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Organizing data</li> <li>Collecting data</li> </ul>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Analysis</li> <li>Metacognition</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>Group decision making</li> <li>Cooperating</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Viewing</li> <li>Presenting</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Healthy Lifestyle</li> <li>Time management</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Planning</li> <li>Collecting data</li> </ul>

Grade 2	Central Idea	Sensory awareness informs choices and relationships with others.	<u>Public areas strengthen communities and provide people with opportunities to connect.</u>	Imagination is a powerful tool for extending our ability to think, create and express ourselves.	Understanding how materials behave and interact determine how people use them.	<u>A community is impacted by the involvement of its members.</u>	Animals and people interact in different ways in different contexts.
	Lines of Inquiry	<ul style="list-style-type: none"> <li>What we can discover about ourselves through our senses</li> <li>Similarities and differences between others</li> <li>How our like and dislikes influence our relationships</li> </ul>	<ul style="list-style-type: none"> <li>Different public areas and their functions</li> <li>How public areas develop</li> <li>How these places differ from our homes</li> </ul>	<ul style="list-style-type: none"> <li>How we demonstrate and enjoy our imagination</li> <li>How our imagination helps us to consider other perspectives</li> <li>How imagination helps us to solve problems</li> <li>The value of imagination</li> </ul>	<ul style="list-style-type: none"> <li>Behavior and uses of materials</li> <li>Changing properties of materials</li> <li>Manipulation of materials for specific purposes</li> </ul>	<ul style="list-style-type: none"> <li>Student roles and contributions in the home, school, and other environments.</li> <li>The process of decision-making.</li> <li>Understanding and meeting the needs of the community.</li> </ul>	<ul style="list-style-type: none"> <li>The different roles animals play in people's lives</li> <li>Suitability of particular animals for specific functions</li> <li>Our responsibility for the well-being of animals</li> </ul>
	Key Concepts	Perspective Reflection Responsibility	Connection Change Responsibility	Causation Perspective Reflection	Function Form Change	Function Connection Responsibility,	Connection Responsibility Causation
	Related Concepts	Communication, empathy, open-mindedness *Perception, Discovery	Cooperation, ownership	Empathy, invention, transformation	Behavior, prediction	Community, environment, participation, access	Characteristics, relationships, needs
	Learner Profile	Caring Balanced	Open-minded Reflective	Communicators Principled	Inquirers Knowledgeable	Thinkers Risk takers	Caring Knowledgeable
	Attitudes	Respect Empathy	Cooperation Tolerance	Creativity Enthusiasm	Appreciation Curiosity	Commitment Integrity	Independence Confidence
	Approaches to Learning	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Evaluation</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>respecting others</li> <li>cooperating</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>listening</li> <li>non-verbal communication</li> </ul> <p>Self Management Skills</p> <ul style="list-style-type: none"> <li>organisation</li> <li>codes of behaviour</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>observing</li> <li>interpreting data</li> </ul>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Application</li> <li>Analysis</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>accepting responsibility</li> <li>adopting a variety of group roles</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>reading</li> <li>viewing</li> </ul> <p>Self Management Skills</p> <ul style="list-style-type: none"> <li>gross motor skills</li> <li>safety</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Formulating questions</li> <li>Collecting data</li> </ul>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Acquisition of knowledge</li> <li>metacognition</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>resolving conflict</li> <li>group-decision making</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>speaking</li> <li>writing</li> </ul> <p>Self Management Skills</p> <ul style="list-style-type: none"> <li>spatial awareness</li> <li>time management</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>planning</li> <li>Organising data</li> </ul>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Synthesis</li> <li>dialectical thought</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>accepting responsibility</li> <li>group-decision making</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>viewing</li> <li>presenting</li> </ul> <p>Self Management Skills</p> <ul style="list-style-type: none"> <li>fine motor skills</li> <li>informed choices</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>observing</li> <li>presenting research findings</li> </ul>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Analysis</li> <li>Metacognition</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>Group decision making</li> <li>Accepting responsibility</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Listening</li> <li>Non verbal communication</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Healthy lifestyle</li> <li>Spatial awareness</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Organizing data</li> <li>Collecting data</li> </ul>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Dialectical thought</li> <li>Acquisition of knowledge</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>Resolving conflict</li> <li>Cooperating</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Writing</li> <li>Speaking</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Codes of behavior</li> <li>Informed choices</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Recording data</li> <li>Observing</li> </ul>
Grade 3	Central Idea	Our beliefs and values shape who we are.	Exploration leads to discoveries, opportunities and new understandings.	A variety of signs and symbols facilitates local and global communication.	The design of buildings and structures is dependent upon the environment and available materials.	Marketplaces depend on the ability to produce goods and supply services that can be exchanged.	Over time, living things need to adapt in order to survive.
	Lines of Inquiry	<ul style="list-style-type: none"> <li>What we believe and value</li> <li>How beliefs influence the way we behave</li> <li>The impact of religion and family traditions on society</li> </ul>	<ul style="list-style-type: none"> <li>Reasons for exploration (historical and personal)</li> <li>How explorations have taken place over time</li> <li>The consequences of exploration</li> </ul>	<ul style="list-style-type: none"> <li>Sign and symbols</li> <li>Reasons for the development of communication systems</li> <li>Specialized systems of communication</li> </ul>	<ul style="list-style-type: none"> <li>Considerations to take into account when building a structure</li> <li>How building impacts on the environment</li> <li>Indigenous architecture</li> </ul>	<ul style="list-style-type: none"> <li>The role of supply and demand</li> <li>The distribution of goods and services</li> <li>Being responsible consumers</li> </ul>	<ul style="list-style-type: none"> <li>Concept of adaptation</li> <li>Circumstances that lead to adaptation</li> <li>How plants and animals adapt or respond to environmental conditions</li> </ul>
	Key Concepts	Change Perspective Reflection	Causation Perspective Reflection	Form Connection Function	Connection Responsibility Function	Function Form Responsibility	Change Connection Causation
	Related Concepts	Perception, diversity	Impact, navigation, colonialism, power	Culture, media, pattern	Structure, sustainability, transformation	Interdependence, supply and demand	Adaptation, evolution
	Learner	Caring	Open-minded	Communicators	Inquirers	Thinkers	Caring

	Profile	Balanced	Reflective	Principled	Knowledgeable	Risk takers	Knowledgeable
	Attitudes	Respect Empathy	Cooperation Tolerance	Creativity Enthusiasm	Appreciation Curiosity	Commitment Integrity	Independence Confidence
	Approaches to Learning	Thinking Skills <ul style="list-style-type: none"> <li>Analysis</li> <li>metacognition</li> </ul> Social Skills <ul style="list-style-type: none"> <li>respecting others</li> <li>adopting a variety of group roles</li> </ul> Communication Skills <ul style="list-style-type: none"> <li>Listening</li> <li>Presenting</li> </ul> Self Management Skills <ul style="list-style-type: none"> <li>Codes of behavior</li> <li>Informed choices</li> </ul> Research Skills <ul style="list-style-type: none"> <li>Formulating questions</li> <li>Interpreting data</li> </ul>	Thinking Skills <ul style="list-style-type: none"> <li>Acquisition of knowledge</li> <li>Comprehension</li> </ul> Social Skills <ul style="list-style-type: none"> <li>Accepting responsibility</li> <li>Group-decision making</li> </ul> Communication Skills <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul> Self Management Skills <ul style="list-style-type: none"> <li>Organisation</li> <li>Time management</li> </ul> Research Skills <ul style="list-style-type: none"> <li>Planning</li> <li>Presenting research findings</li> </ul>	Thinking Skills <ul style="list-style-type: none"> <li>Application</li> <li>Synthesis</li> </ul> Social Skills <ul style="list-style-type: none"> <li>Respecting others</li> <li>Cooperating</li> </ul> Communication Skills <ul style="list-style-type: none"> <li>Speaking</li> <li>Non-verbal communication</li> </ul> Self Management Skills <ul style="list-style-type: none"> <li>Spatial awareness</li> <li>Healthy lifestyle</li> </ul> Research Skills <ul style="list-style-type: none"> <li>Observing</li> <li>Recording data</li> </ul>	Thinking Skills <ul style="list-style-type: none"> <li>Analysis</li> <li>Dialectical thought</li> </ul> Social Skills <ul style="list-style-type: none"> <li>resolving conflict</li> <li>group-decision making</li> </ul> Communication Skills <ul style="list-style-type: none"> <li>Reading</li> <li>Presenting</li> </ul> Self Management Skills <ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Safety</li> </ul> Research Skills <ul style="list-style-type: none"> <li>Planning</li> <li>Collecting data</li> </ul>	Thinking Skills <ul style="list-style-type: none"> <li>Application</li> <li>Dialectical thought</li> </ul> Social Skills <ul style="list-style-type: none"> <li>Cooperating</li> <li>Adopting a variety of group roles</li> </ul> Communication Skills <ul style="list-style-type: none"> <li>Speaking</li> <li>Non-verbal communication</li> </ul> Self Management Skills <ul style="list-style-type: none"> <li>gross motor skills</li> <li>Time management</li> </ul> Research Skills <ul style="list-style-type: none"> <li>Formulating questions</li> <li>Organising data</li> </ul>	Thinking Skills <ul style="list-style-type: none"> <li>Comprehension</li> <li>Evaluation</li> </ul> Social Skills <ul style="list-style-type: none"> <li>accepting responsibility</li> <li>Resolving conflict</li> </ul> Communication Skills <ul style="list-style-type: none"> <li>Viewing</li> <li>Presenting</li> </ul> Self Management Skills <ul style="list-style-type: none"> <li>healthy lifestyle</li> <li>codes of behaviour</li> </ul> Research Skills <ul style="list-style-type: none"> <li>Collecting data</li> <li>Interpreting data</li> </ul>
Grade 4	Central Idea	Complex factors contribute to the process of making decisions that have implications for ourselves and others.  The Human Body Systems  The effective interactions between human body systems contribute to health and survival (26.08.2019)	Past civilizations shape present day systems and technologies.	Creating and responding to art develops understanding of ourselves and the world around us.	Energy may be converted, transformed and used to support human progress.	Economic activity relies on systems of production, exchange and consumption of goods and services.	Water is essential to life, and is a limited resource for many people.
	Lines of Inquiry	<ul style="list-style-type: none"> <li>Factors that influence our decisions</li> <li>Decision-making processes for groups and individuals</li> <li>Impact or consequences that decisions can have</li> </ul> <ul style="list-style-type: none"> <li>Body systems and how they work</li> <li>How body systems are connected</li> <li>Impact of lifestyle choices on the human body systems</li> </ul>	<ul style="list-style-type: none"> <li>Aspects of past civilizations that have survived.</li> <li>Reasons these systems and technologies developed</li> <li>Why modern societies continue to use adaptations of these systems and technologies</li> <li>Implications of the future</li> </ul>	<ul style="list-style-type: none"> <li>How arts can be a reflection of values and issues</li> <li>The contexts in which artworks were created</li> <li>How learning about arts develops appreciation</li> <li>Personal preference in appreciation of arts</li> </ul>	<ul style="list-style-type: none"> <li>Different forms of energy sources (renewable and non-renewable)</li> <li>How energy is used (transformation)</li> <li>Sustainable energy practices</li> </ul>	<ul style="list-style-type: none"> <li>Medium of exchange in various marketplaces</li> <li>Ethics of the marketplace</li> <li>How and in what way we depend on people in other places</li> <li>How global movement and communication affect availability of goods and services</li> </ul>	<ul style="list-style-type: none"> <li>Sources of water and how water is used</li> <li>What happens to water after we have used it</li> <li>Distribution and availability of usable water</li> <li>Responsibilities regarding water</li> </ul>
	Key Concepts	Causation Change Connection	Form Change Perspective	Function Perspective Reflection	Form Causation Responsibility	Function Connection Responsibility	Form Responsibility Reflection
	Related Concepts	Choice, systems  Interdependence, health	Continuity, progress, technology	Creativity, perception, bias/interpretation	Conservation, transformation	Interdependence, inequity, fair trade	Conservation, equity, processes
	Learner Profile	Caring Balanced	Open-minded Reflective	Communicators Principled	Inquirers Knowledgeable	Thinkers Risk takers	Caring Knowledgeable
	Attitudes	Respect Empathy	Cooperation Tolerance	Creativity Enthusiasm	Appreciation Curiosity	Commitment Integrity	Independence Confidence
	Approaches to Learning	Thinking Skills <ul style="list-style-type: none"> <li>Acquisition of knowledge</li> <li>Metacognition</li> </ul> Social Skills	Thinking Skills <ul style="list-style-type: none"> <li>Analysis</li> <li>Synthesis</li> </ul> Social Skills	Thinking Skills <ul style="list-style-type: none"> <li>Analysis</li> <li>Comprehension</li> </ul> Social Skills	Thinking Skills <ul style="list-style-type: none"> <li>Application</li> <li>Synthesis</li> </ul> Social Skills	Thinking Skills <ul style="list-style-type: none"> <li>Dialectical thought</li> <li>Comprehension</li> </ul> Social Skills	Thinking Skills <ul style="list-style-type: none"> <li>Acquisition of knowledge</li> <li>Evaluation</li> </ul> Social Skills

		<ul style="list-style-type: none"> <li>cooperating</li> <li>resolving conflict</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Listening</li> <li>Writing</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>codes of behaviour</li> <li>informed choices</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Planning</li> <li>Interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>Respecting other</li> <li>Group-decision making</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Reading</li> <li>Viewing</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Fine motor skills</li> <li>organisation</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Formulating questions</li> <li>Collecting data</li> </ul>	<ul style="list-style-type: none"> <li>Respecting other</li> <li>Adopting a variety of group roles</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Speaking</li> <li>Non-verbal communication</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Spatial awareness</li> <li>Time management</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Observing</li> <li>Organising data</li> </ul>	<ul style="list-style-type: none"> <li>Accepting responsibility</li> <li>Group-decision making</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Viewing</li> <li>Presenting</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Safety</li> <li>Healthy lifestyle</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Recording data</li> <li>Presenting research findings</li> </ul>	<ul style="list-style-type: none"> <li>Cooperating</li> <li>Adopting a variety of group roles</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Reading</li> <li>Presenting</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Time management</li> <li>Safety</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Planning</li> <li>Interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>accepting responsibility</li> <li>resolving conflict</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Listening</li> <li>Writing</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Gross motor skills</li> <li>Healthy lifestyle</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Collecting data</li> <li>Presenting research findings</li> </ul>
Grade 5 &6	Central Idea	People's cultural backgrounds have an impact on their beliefs, values, and actions.	Human migration is a response to challenges, risk and opportunities.	A person's behaviour and how they choose to present themselves project of their identity.	Natural materials can undergo changes that may provide challenges and benefits for society and the environment.	Government systems influence the lives of citizens. <u>Conflict leads to change.</u>	Children worldwide encounter a range of challenges, risks and opportunities.
	Lines of Inquiry	<ul style="list-style-type: none"> <li>What constitutes culture</li> <li>How people use different experiences to inform their perspectives</li> <li>The connections between beliefs and values, and the actions taken in response to them</li> </ul>	<ul style="list-style-type: none"> <li>The reasons why people migrate</li> <li>Migration throughout history</li> <li>Effects of migration on communities, cultures and individuals</li> </ul>	<ul style="list-style-type: none"> <li>How appearance and behaviour influence our perception of others</li> <li>The influence of cultural and social norms on how we choose to present ourselves</li> <li>Fashion as a form of expression</li> </ul>	<ul style="list-style-type: none"> <li>Conditions that cause reversible and irreversible changes in materials</li> <li>How societies take advantage of the properties of materials</li> <li>The impact of retrieval, production and the use of materials on the environment</li> </ul>	<ul style="list-style-type: none"> <li>How government systems function</li> <li>How decision-making practices reflect human rights</li> <li>Impact of government on citizens</li> <li>The rights and responsibilities of citizenship</li> <li><u>Causes and effects of conflict</u></li> <li><u>Similarities and differences between conflicts</u></li> <li><u>Opinions and perspectives of the stakeholders involved in the conflicts</u></li> </ul>	<ul style="list-style-type: none"> <li>Challenges, risks and opportunities the children encounter (local and global)</li> <li>How children respond to challenges, risks and opportunities</li> <li>Ways in which individuals and organisations work to protect children from risk.</li> </ul>
	Key Concepts	Form Connection Perspective	Causation Change Responsibility	Change Perspective Reflection	Function Change Responsibility	Function Perspective Causation	Form Reflection Connection
	Related Concepts	Interpretation, identity, subjectivity	Population, settlement, diversity, refugees	Identity, status, image, impression	Sustainability, transformation, industrialization	Equality, citizenship, governance, law, politics	Equality, rights, resilience, health
	Learner Profile	Caring Balanced	Open-minded Reflective	Communicators Principled	Inquirers Knowledgeable	Thinkers Risk takers	Caring Knowledgeable
	Attitudes	Respect Empathy	Cooperation Tolerance	Creativity Enthusiasm	Appreciation Curiosity	Commitment Integrity	Independence Confidence
	Approaches to Learning	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Acquisition of knowledge</li> <li>Metacognition</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>Respecting other</li> <li>Adopting a variety of group roles</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Listening</li> <li>Non-verbal communication</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Codes of behaviour</li> <li>Informed choices</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Formulating questions</li> <li>Collecting data</li> </ul>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Analysis</li> <li>Dialectical thought</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>Accepting responsibility</li> <li>Resolving conflict</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Speaking</li> <li>Viewing</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Organisation</li> <li>Safety</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Planning</li> <li>Interpreting data</li> </ul>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Synthesis</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>Respecting other</li> <li>Adopting a variety of group roles</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Presenting</li> <li>Non-verbal communication</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Spatial awareness</li> <li>Healthy lifestyle</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Observing</li> <li>Organising data</li> </ul>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Evaluation</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>Accepting responsibility</li> <li>Group-decision making</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Safety</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Observing</li> <li>Presenting research findings</li> </ul>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Application</li> <li>Dialectical thought</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>Cooperating</li> <li>Group-decision making</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Speaking</li> <li>Presenting</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Organisation</li> <li>Time management</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Formulating questions</li> <li>Recording data</li> </ul>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Analysis</li> <li>Acquisition of knowledge</li> </ul> <p>Social Skills</p> <ul style="list-style-type: none"> <li>Cooperating</li> <li>Resolving conflict</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Listening</li> <li>Viewing</li> </ul> <p>Self Management</p> <ul style="list-style-type: none"> <li>Gross motor skills</li> <li>Healthy lifestyle</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>Planning</li> <li>Recording data</li> </ul>

Grade 6							
---------	--	--	--	--	--	--	--