

		Who we are	Where we are in Place and Time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
		An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy 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 the 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"> What it means to have a balanced lifestyle How the choices we make affect our health Different sources of information that help us make choices 	<ul style="list-style-type: none"> What constitutes a home How homes reflect family values How homes reflect local culture Factors that determine where people live 	<ul style="list-style-type: none"> What a story is What stories convey How stories are created and shared Feelings and emotions that stories evoke 	<ul style="list-style-type: none"> The evidence of the existence of air What air can do and how we use it The relationship between air, light and sound Focus states of matter 	<ul style="list-style-type: none"> Specific purposes of different transportation systems Factors that affect the kind of systems that can be developed Relationship between transportation systems and the environment 	<ul style="list-style-type: none"> What plants provide for us and for other living things The structure of a plant Caring for plant life Characteristics of a plant
	Key Concepts	Responsibility Function	Form Perspective Change	Perspective Causation Connection	Function Causation Change	Form 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"> Analysis Comprehension <p>Social Skills</p> <ul style="list-style-type: none"> Resolving conflict Respecting other <p>Communication Skills</p> <ul style="list-style-type: none"> Listening Speaking <p>Self Management</p> <ul style="list-style-type: none"> Safety Informed Choices <p>Research Skills</p> <ul style="list-style-type: none"> Formulating questions Observing 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Acquisition of knowledge Comprehension <p>Social Skills</p> <ul style="list-style-type: none"> Adopting variety of group roles Respecting others <p>Communication Skills</p> <ul style="list-style-type: none"> Listening Speaking <p>Self Management</p> <ul style="list-style-type: none"> Codes of behavior Informed choices <p>Research Skills</p> <ul style="list-style-type: none"> Formulating questions 	<p>Thinking Skills</p> <ul style="list-style-type: none"> metacognition evaluation <p>Social Skills</p> <ul style="list-style-type: none"> Cooperating Adopting variety of group roles <p>Communication Skills</p> <ul style="list-style-type: none"> Viewing writing <p>Self Management</p> <ul style="list-style-type: none"> Gross motor organization <p>Research Skills</p> <ul style="list-style-type: none"> Planning 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Evaluation Synthesis <p>Social Skills</p> <ul style="list-style-type: none"> Resolving conflict Accepting Responsibility <p>Communication Skills</p> <ul style="list-style-type: none"> Viewing Writing <p>Self Management</p> <ul style="list-style-type: none"> Fine Motor Organization <p>Research Skills</p> <ul style="list-style-type: none"> Presenting research findings 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Application Dialectical thought <p>Social Skills</p> <ul style="list-style-type: none"> Group decision making Accepting Responsibility <p>Communication Skills</p> <ul style="list-style-type: none"> Reading Non verbal communication <p>Self Management</p> <ul style="list-style-type: none"> Spatial awareness Time management <p>Research Skills</p> <ul style="list-style-type: none"> Organizing data Collecting data 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Analysis Metacognition <p>Social Skills</p> <ul style="list-style-type: none"> Group decision making Cooperating <p>Communication Skills</p> <ul style="list-style-type: none"> Viewing Presenting <p>Self Management</p> <ul style="list-style-type: none"> Healthy Lifestyle Time management <p>Research Skills</p> <ul style="list-style-type: none"> Planning Collecting data

			• Observing	• Interpreting data	• Recording Data		
Grade 2	Central Idea	Sensory awareness informs choices and relationships with others.	Public areas strengthen communities and provide people with opportunities to connect.	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.	A community is impacted by the involvement of its members.	Animals and people interact in different ways in different contexts.
	Lines of Inquiry	<ul style="list-style-type: none"> • What we can discover about ourselves through our senses • Similarities and differences between others • How our likes and dislikes influence our relationships 	<ul style="list-style-type: none"> • Different public areas and their functions • How public areas develop • How these places differ from our homes 	<ul style="list-style-type: none"> • How we demonstrate and enjoy our imagination • How our imagination helps us to consider other perspectives • How imagination helps us to solve problems • The value of imagination 	<ul style="list-style-type: none"> • Behavior and uses of materials • Changing properties of materials • Manipulation of materials for specific purposes 	<ul style="list-style-type: none"> • Student roles and contributions in the home, school, and other environments. *professions • The process of decision-making. *social perspective, making friends etc • Understanding and meeting the needs of the community. 	<ul style="list-style-type: none"> • The different roles animals play in people's lives • Suitability of particular animals for specific functions • Our responsibility for the well-being of animals
	Key Concepts	Perspective Function	Connection Form Responsibility	Causation Perspective	Function Form Change	Function 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"> • Comprehension • Evaluation <p>Social Skills</p> <ul style="list-style-type: none"> • respecting others • cooperating <p>Communication Skills</p> <ul style="list-style-type: none"> • listening • non-verbal communication <p>Self Management Skills</p> <ul style="list-style-type: none"> • organisation • codes of behaviour <p>Research Skills</p> <ul style="list-style-type: none"> • observing • interpreting data 	<p>Thinking Skills</p> <ul style="list-style-type: none"> • Application • Analysis <p>Social Skills</p> <ul style="list-style-type: none"> • accepting responsibility • adopting a variety of group roles <p>Communication Skills</p> <ul style="list-style-type: none"> • reading • viewing <p>Self Management Skills</p> <ul style="list-style-type: none"> • gross motor skills • safety <p>Research Skills</p> <ul style="list-style-type: none"> • Formulating questions • Collecting data 	<p>Thinking Skills</p> <ul style="list-style-type: none"> • Acquisition of knowledge • metacognition <p>Social Skills</p> <ul style="list-style-type: none"> • resolving conflict • group-decision making <p>Communication Skills</p> <ul style="list-style-type: none"> • speaking • writing <p>Self Management Skills</p> <ul style="list-style-type: none"> • spatial awareness • time management <p>Research Skills</p> <ul style="list-style-type: none"> • planning • Organising data 	<p>Thinking Skills</p> <ul style="list-style-type: none"> • Synthesis • dialectical thought <p>Social Skills</p> <ul style="list-style-type: none"> • accepting responsibility • group-decision making <p>Communication Skills</p> <ul style="list-style-type: none"> • viewing • presenting <p>Self Management Skills</p> <ul style="list-style-type: none"> • fine motor skills • informed choices <p>Research Skills</p> <ul style="list-style-type: none"> • observing • presenting research findings 	<p>Thinking Skills</p> <ul style="list-style-type: none"> • Analysis • Metacognition <p>Social Skills</p> <ul style="list-style-type: none"> • Group decision making • Accepting responsibility <p>Communication Skills</p> <ul style="list-style-type: none"> • Listening • Non verbal communication <p>Self Management</p> <ul style="list-style-type: none"> • Healthy lifestyle • Spatial awareness <p>Research Skills</p> <ul style="list-style-type: none"> • Organizing data • Collecting data 	<p>Thinking Skills</p> <ul style="list-style-type: none"> • Dialectical thought • Acquisition of knowledge <p>Social Skills</p> <ul style="list-style-type: none"> • Resolving conflict • Cooperating <p>Communication Skills</p> <ul style="list-style-type: none"> • Writing • Speaking <p>Self Management</p> <ul style="list-style-type: none"> • Codes of behavior • Informed choices <p>Research Skills</p> <ul style="list-style-type: none"> • Recording data • Observing
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"> • What we believe and value • How beliefs influence the way we behave • The impact of religion and family traditions on society 	<ul style="list-style-type: none"> • Reasons for exploration (historical and personal) • How explorations have taken place over time • The consequences of exploration 	<ul style="list-style-type: none"> • Sign and symbols • Reasons for the development of communication systems • Specialized systems of communication 	<ul style="list-style-type: none"> • Considerations to take into account when building a structure • How building impacts on the environment • Indigenous architecture *climate, weather, 	<ul style="list-style-type: none"> • The role of supply and demand • The distribution of goods and services • Being responsible consumers *Origin of foods, historical 	<ul style="list-style-type: none"> • Concept of adaptation • Circumstances that lead to adaptation • How plants and animals adapt or respond to environmental conditions

					insulators, noise pollution. NASA, building houses in space. Houses in history, museum of history.	aspect *lead into next unit	
	Key Concepts	Change Perspective Reflection	Causation Perspective Connection	Causation Connection Function	Connection Responsibility Form	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 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"> Analysis metacognition Social Skills <ul style="list-style-type: none"> respecting others adopting a variety of group roles Communication Skills <ul style="list-style-type: none"> Listening Presenting Self Management Skills <ul style="list-style-type: none"> Codes of behavior Informed choices Research Skills <ul style="list-style-type: none"> Formulating questions Interpreting data 	Thinking Skills <ul style="list-style-type: none"> Acquisition of knowledge Comprehension Social Skills <ul style="list-style-type: none"> Accepting responsibility Group-decision making Communication Skills <ul style="list-style-type: none"> Reading Writing Self Management Skills <ul style="list-style-type: none"> Organisation Time management Research Skills <ul style="list-style-type: none"> Planning Presenting research findings 	Thinking Skills <ul style="list-style-type: none"> Application Synthesis Social Skills <ul style="list-style-type: none"> Respecting others Cooperating Communication Skills <ul style="list-style-type: none"> Speaking Non-verbal communication Self Management Skills <ul style="list-style-type: none"> Spatial awareness Healthy lifestyle Research Skills <ul style="list-style-type: none"> Observing Recording data 	Thinking Skills <ul style="list-style-type: none"> Analysis Dialectical thought Social Skills <ul style="list-style-type: none"> resolving conflict group-decision making Communication Skills <ul style="list-style-type: none"> Reading Presenting Self Management Skills <ul style="list-style-type: none"> Fine motor skills Safety Research Skills <ul style="list-style-type: none"> Planning Collecting data 	Thinking Skills <ul style="list-style-type: none"> Application Dialectical thought Social Skills <ul style="list-style-type: none"> Cooperating Adopting a variety of group roles Communication Skills <ul style="list-style-type: none"> Speaking Non-verbal communication Self Management Skills <ul style="list-style-type: none"> gross motor skills Time management Research Skills <ul style="list-style-type: none"> Formulating questions Organising data 	Thinking Skills <ul style="list-style-type: none"> Comprehension Evaluation Social Skills <ul style="list-style-type: none"> accepting responsibility Resolving conflict Communication Skills <ul style="list-style-type: none"> Viewing Presenting Self Management Skills <ul style="list-style-type: none"> healthy lifestyle codes of behaviour Research Skills <ul style="list-style-type: none"> Collecting data Interpreting data
Grade 4	Central Idea	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"> Body systems and how they work How body systems are connected Impact of lifestyle choices on the human body systems 	<ul style="list-style-type: none"> Aspects of past civilizations that have survived. Reasons these systems and technologies developed Why modern societies continue to use adaptations of these systems and technologies Impact of past civilization and technologies 	<ul style="list-style-type: none"> How arts can be a reflection of values and issues The contexts in which artworks were created How learning about arts develops appreciation Personal preference in appreciation of arts 	<ul style="list-style-type: none"> Different forms of energy sources (renewable and non-renewable) How energy is used (transformation) Sustainable energy practices 	<ul style="list-style-type: none"> Medium of exchange in various marketplaces Ethics of the marketplace How and in what way we depend on people in other places How global movement and communication affect availability of goods and services 	<ul style="list-style-type: none"> Sources of water and how water is used What happens to water after we have used it Distribution and availability of usable water Responsibilities regarding water
	Key Concepts	Function Change Connection	Reflection Change Perspective	Function Perspective Reflection	Form Causation Responsibility	Function Connection Responsibility	Form Responsibility Reflection
	Related Concepts	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"> Acquisition of knowledge Metacognition Social Skills <ul style="list-style-type: none"> cooperating resolving conflict Communication Skills <ul style="list-style-type: none"> Listening Writing Self Management <ul style="list-style-type: none"> codes of behaviour informed choices Research Skills <ul style="list-style-type: none"> Planning Interpreting data 	Thinking Skills <ul style="list-style-type: none"> Analysis Synthesis Social Skills <ul style="list-style-type: none"> Respecting other Group-decision making Communication Skills <ul style="list-style-type: none"> Reading Viewing Self Management <ul style="list-style-type: none"> Fine motor skills organisation Research Skills <ul style="list-style-type: none"> Formulating questions Collecting data 	Thinking Skills <ul style="list-style-type: none"> Analysis Comprehension Social Skills <ul style="list-style-type: none"> Respecting other Adopting a variety of group roles Communication Skills <ul style="list-style-type: none"> Speaking Non-verbal communication Self Management <ul style="list-style-type: none"> Spatial awareness Time management Research Skills <ul style="list-style-type: none"> Observing Organising data 	Thinking Skills <ul style="list-style-type: none"> Application Synthesis Social Skills <ul style="list-style-type: none"> Accepting responsibility Group-decision making Communication Skills <ul style="list-style-type: none"> Viewing Presenting Self Management <ul style="list-style-type: none"> Safety Healthy lifestyle Research Skills <ul style="list-style-type: none"> Recording data Presenting research findings 	Thinking Skills <ul style="list-style-type: none"> Dialectical thought Comprehension Social Skills <ul style="list-style-type: none"> Cooperating Adopting a variety of group roles Communication Skills <ul style="list-style-type: none"> Reading Presenting Self Management <ul style="list-style-type: none"> Time management Safety Research Skills <ul style="list-style-type: none"> Planning Interpreting data 	Thinking Skills <ul style="list-style-type: none"> Acquisition of knowledge Evaluation Social Skills <ul style="list-style-type: none"> accepting responsibility resolving conflict Communication Skills <ul style="list-style-type: none"> Listening Writing Self Management <ul style="list-style-type: none"> Gross motor skills Healthy lifestyle Research Skills <ul style="list-style-type: none"> Collecting data Presenting research findings
Grade 5	Central Idea	People's cultural backgrounds impact their beliefs, values, and actions.1	Human migration is a response to challenges, risk and opportunities.4	A person's behaviour and how they choose to present themselves or project their identity.5	Natural and unnatural processes shape and reshape the Earth's surface3	Space exploration and technology have impacted life2	Children worldwide encounter a range of challenges, risks and opportunities.6
	Lines of Inquiry	<ul style="list-style-type: none"> What constitutes culture How people use different experiences to inform their perspectives The connections between beliefs and values, and the actions taken in response to them 	<ul style="list-style-type: none"> The reasons why people migrate Migration throughout history Effects of migration on communities, cultures and individuals 	<ul style="list-style-type: none"> How appearance and behaviour influence our perception of others The influence of cultural and social norms on how we choose to present ourselves Fashion as a form of expression 	<ul style="list-style-type: none"> Characteristics of landforms that shape a region Conditions that cause reversible and irreversible changes in landforms How societies take advantage of local and global landscapes 	<ul style="list-style-type: none"> Human motivation to explore space Ways that space technology have furthered our understanding of the universe Technological advancements needed to make space travel possible 	<ul style="list-style-type: none"> Challenges, risks and opportunities the children encounter (local and global) How children respond to challenges, risks and opportunities Ways in which individuals and organisations work to protect children from risk.
	Key Concepts	Form Connection Perspective	Causation Change Responsibility	Change Perspective Form	Form Causation Function	Connection Function Change	Connection Reflection (perspective?) Responsibility
	Related Concepts	Interpretation, identity, subjectivity	Population, settlement, diversity, refugees	Identity, status, image, impression	Landforms, disasters, innovations	Space, exploration, galaxies, technology	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	Thinking Skills <ul style="list-style-type: none"> Acquisition of knowledge Metacognition Social Skills <ul style="list-style-type: none"> Respecting other Adopting a variety of group roles Communication Skills <ul style="list-style-type: none"> Listening Non-verbal communication Self Management <ul style="list-style-type: none"> Codes of behaviour 	Thinking Skills <ul style="list-style-type: none"> Analysis Dialectical thought Social Skills <ul style="list-style-type: none"> Accepting responsibility Resolving conflict Communication Skills <ul style="list-style-type: none"> Speaking Viewing Self Management <ul style="list-style-type: none"> Organisation Safety 	Thinking Skills <ul style="list-style-type: none"> Comprehension Synthesis Social Skills <ul style="list-style-type: none"> Respecting other Adopting a variety of group roles Communication Skills <ul style="list-style-type: none"> Presenting Non-verbal communication Self Management <ul style="list-style-type: none"> Spatial awareness 	Thinking Skills <ul style="list-style-type: none"> Comprehension Evaluation Social Skills <ul style="list-style-type: none"> Accepting responsibility Group-decision making Communication Skills <ul style="list-style-type: none"> Reading Writing Self Management <ul style="list-style-type: none"> Fine motor skills Safety 	Thinking Skills <ul style="list-style-type: none"> Application Dialectical thought Social Skills <ul style="list-style-type: none"> Cooperating Group-decision making Communication Skills <ul style="list-style-type: none"> Speaking Presenting Self Management <ul style="list-style-type: none"> Organisation Time management 	Thinking Skills <ul style="list-style-type: none"> Analysis Acquisition of knowledge Social Skills <ul style="list-style-type: none"> Cooperating Resolving conflict Communication Skills <ul style="list-style-type: none"> Listening Viewing Self Management <ul style="list-style-type: none"> Gross motor skills Healthy lifestyle

		<ul style="list-style-type: none">• Informed choices Research Skills <ul style="list-style-type: none">• Formulating questions• Collecting data	Research Skills <ul style="list-style-type: none">• Planning• Interpreting data	<ul style="list-style-type: none">• Healthy lifestyle Research Skills <ul style="list-style-type: none">• Observing• Organising data	Research Skills <ul style="list-style-type: none">• Observing• Presenting research findings	Research Skills <ul style="list-style-type: none">• Formulating questions• Recording data	Research Skills <ul style="list-style-type: none">• Planning• Recording data
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