

		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 organisations; 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.
Preschool- Early Years 1	Central Idea	Understanding myself and others helps me grow		Creativity is expressed in many ways	Habitats support life		Plants are important for the planet and for our lives
	Lines of Inquiry	<ul style="list-style-type: none"> The five senses Individual roles in the family We are all different My physical body Feelings 		<ul style="list-style-type: none"> Fairy tales from around the world Creativity expressed through stories Creativity expressed through song and dance Creativity expressed through art 	<ul style="list-style-type: none"> How seasons affect living things and their environment Different kinds of habitats and its animals The ways animals adapt to seasonal changes 		<ul style="list-style-type: none"> Caring for plants How plants contribute to life on Earth Products obtained from plants
	Key Concepts	Function, connection, perspective, Form		Form, perspective, connection	Change, From		Responsibility ,Connection
	Related Concepts	Relationship, nature play, well being		Oral storytelling – literacy, fairy tales, music, dance	Habitat, Nature Play, well being		Plants
	Learner Profile	Caring, Risk-taker		Communicator	Knowledgeable, Inquirer		Caring Principled Knowledgeable
	Approaches to Learning	<ul style="list-style-type: none"> Thinking skills Social skills Communication skills Self-management skills Research skills 		<ul style="list-style-type: none"> Thinking skills Social skills Communication skills Self-management skills Research skills 	<ul style="list-style-type: none"> Thinking skills Social skills Communication skills Self-management skills Research skills 		<ul style="list-style-type: none"> Thinking skills Social skills Communication skills Self-management skills Research skills

Preschool- Early Years 2	Central Idea	Unique characteristics and abilities form people's identities		The natural world inspires artists to create and share ideas	Space is filled with mysterious wonders	Transportation provides a way for people and things to move from one location to another	We have a responsibility to care for animals in our environment.
	Lines of Inquiry	<ul style="list-style-type: none"> Similarity and differences among friends Ways of making and keeping friends Characteristics that make people unique and special Respecting the uniqueness of others 		<ul style="list-style-type: none"> Through art forms we express ideas and feelings Through art we have a deeper understanding of the natural world 	<ul style="list-style-type: none"> The origin of space Systems of the universe Exploration of space 	<ul style="list-style-type: none"> The different forms of transportation around the world The purpose of the different forms of transportation Rules of the road and why they are important to follow 	<ul style="list-style-type: none"> Animals that share our lives Human impact on animals How we can care for animals. Animal habitats*
	Key Concepts	<ul style="list-style-type: none"> Connection Perspective 		<ul style="list-style-type: none"> Form Perspective 	<ul style="list-style-type: none"> Form and Connection 	<ul style="list-style-type: none"> Connection function 	<ul style="list-style-type: none"> Causation Connection Perspective
	Related Concepts	Relationships, empathy, collaboration, problem-solving		Art, expression, the natural world	Astronomy, Technology	Travel, system that transport	Relationships needs
	Learner Profile	Caring		Communicator, risk-taker	Knowledgeable, Inquirer	Inquirer, risk taker	Thinker caring
	Approaches to Learning	<p>Thinking skills</p> <ul style="list-style-type: none"> Application Acquisition of knowledge <p>Social skills</p> <ul style="list-style-type: none"> Accepting responsibility Resolving conflicts <p>Communication skills</p> <ul style="list-style-type: none"> Writing Non-verbal communication <p>Self-management skills</p> <ul style="list-style-type: none"> Gross motor skills Healthy lifestyle <p>Research skills</p> <ul style="list-style-type: none"> Formulating questions Observing 		<p>Thinking skills</p> <ul style="list-style-type: none"> Evaluation Synthesis <p>Social skills</p> <ul style="list-style-type: none"> Adopting a variety of group roles Respecting others <p>Communication skills</p> <ul style="list-style-type: none"> Non-verbal communication Presenting <p>Self-management skills</p> <ul style="list-style-type: none"> Fine motor skills Spatial awareness <p>Research skills</p> <ul style="list-style-type: none"> Collecting data Interpreting data 	<p>Thinking skills</p> <ul style="list-style-type: none"> Analysis Comprehension <p>Social skills</p> <ul style="list-style-type: none"> Accepting responsibility Cooperating <p>Communication skills</p> <ul style="list-style-type: none"> Presenting Viewing <p>Self-management skills</p> <ul style="list-style-type: none"> Safety Organisation <p>Research skills</p> <ul style="list-style-type: none"> Interpreting data Organising data 	<p>Thinking skills</p> <ul style="list-style-type: none"> Metacognition Dialectical thinking <p>Social skills</p> <ul style="list-style-type: none"> Group decision making Resolving conflicts <p>Communication skills</p> <ul style="list-style-type: none"> Listening Speaking <p>Self-management skills</p> <ul style="list-style-type: none"> Informed choices Codes of behaviour <p>Research skills</p> <ul style="list-style-type: none"> Observing Formulating questions 	<p>Thinking skills</p> <ul style="list-style-type: none"> Application Comprehension <p>Social skills</p> <ul style="list-style-type: none"> Accepting responsibility Respecting others <p>Communication skills</p> <ul style="list-style-type: none"> Viewing Non-verbal communication <p>Self-management skills</p> <ul style="list-style-type: none"> Safety Informed choices <p>Research skills</p> <ul style="list-style-type: none"> Planning Presenting research findings

Preschool- Early Years 3	Central Idea	Learners apply their unique understandings and grow by facing challenges and taking actions	Documenting personal histories allows us to celebrate who we are and where we've come from.	Systems are created to communicate information.	Human needs and wants can change over time. Experimentation can lead to discoveries that impact the world	Patterns can be seen all around us.	Saving our resources is necessary for Earth's survival.
	Lines of Inquiry	<ul style="list-style-type: none"> Everyone experiences the world differently Seeing ourselves as an IB learners Challenges are an opportunity for growth Multiple forms of action (group participation, social justice, advocacy) 	<ul style="list-style-type: none"> Ways of documenting personal history Personal change from birth to present. Discovering family traits How bodies grow and change -How the five senses help people learn -How abilities grow and change How feelings grow and change 	<ul style="list-style-type: none"> Signs Symbols Codes 	<ul style="list-style-type: none"> Needs & Wants Technology & inventions How scientific investigation can lead to new discoveries Discoveries that impact the world 	<p>What makes a pattern</p> <ul style="list-style-type: none"> - Different kinds of patterns - The effect of patterns on our lives 	<ul style="list-style-type: none"> Importance to the world: recycling and conservation Effects of limited resources Renewable, recyclable, and nonrenewable resources
	Key Concepts	Perspective, changes	<ul style="list-style-type: none"> Change Connection 	Responsibility, function, perspective	Causation, change, connection	Function, form, changes	Change, concepts, responsibility
	Related Concepts	Self-advocacy, participation, growth mindset	<ul style="list-style-type: none"> Development (growth) Family 	Traditions, cultures	Inventions, Technology	Time, nature patterns	Planet earth, Natural resources, recycling
	Learner Profile	Risk-Taker, Communicator			Thinker, Caring	Knowledgeable	Knowledgeable, risk taker
	Approaches to Learning	<p>Thinking skills</p> <ul style="list-style-type: none"> Application Acquisition of knowledge <p>Social skills</p> <ul style="list-style-type: none"> Accepting responsibility Resolving conflicts <p>Communication skills</p> <ul style="list-style-type: none"> Writing Non-verbal communication <p>Self-management skills</p> <ul style="list-style-type: none"> Gross motor skills Healthy lifestyle <p>Research skills</p> <ul style="list-style-type: none"> Formulating questions <p>Observing</p>	<p><i>Thinking Skills</i></p> <ul style="list-style-type: none"> Acquisition of knowledge <i>Synthesis</i> <p><i>Social Skills</i></p> <ul style="list-style-type: none"> <i>Respecting others</i> <i>Cooperating</i> <p><i>Communication Skills</i></p> <ul style="list-style-type: none"> <i>Speaking</i> <i>Viewing</i> <p>Self-Management</p> <ul style="list-style-type: none"> Fine motor skills Time management <p>Research Skills</p> <ul style="list-style-type: none"> Collecting data <p>Recording data</p>	<p>Thinking skills</p> <ul style="list-style-type: none"> Evaluation Synthesis <p>Social skills</p> <ul style="list-style-type: none"> Adopting a variety of group roles Respecting others <p>Communication skills</p> <ul style="list-style-type: none"> Non-verbal communication Presenting <p>Self-management skills</p> <ul style="list-style-type: none"> Fine motor skills Spatial awareness <p>Research skills</p> <ul style="list-style-type: none"> Collecting data Interpreting data 	<p>Thinking skills</p> <ul style="list-style-type: none"> Analysis Comprehension <p>Social skills</p> <ul style="list-style-type: none"> Accepting responsibility Cooperating <p>Communication skills</p> <ul style="list-style-type: none"> Presenting Viewing <p>Self-management skills</p> <ul style="list-style-type: none"> Safety Organisation <p>Research skills</p> <ul style="list-style-type: none"> Interpreting data <p>Organising data</p>	<p>Thinking skills</p> <ul style="list-style-type: none"> Metacognition Dialectical thinking <p>Social skills</p> <ul style="list-style-type: none"> Group decision making Resolving conflicts <p>Communication skills</p> <ul style="list-style-type: none"> Listening Speaking <p>Self-management skills</p> <ul style="list-style-type: none"> Informed choices Codes of behavior <p>Research skills</p> <ul style="list-style-type: none"> Observing <p>Formulating questions</p>	<p>Thinking skills</p> <ul style="list-style-type: none"> Application Comprehension <p>Social skills</p> <ul style="list-style-type: none"> Accepting responsibility Respecting others <p>Communication skills</p> <ul style="list-style-type: none"> Viewing Non-verbal communication <p>Self-management skills</p> <ul style="list-style-type: none"> Safety Informed choices <p>Research skills</p> <ul style="list-style-type: none"> Planning <p>Presenting research findings</p>

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 have specific needs in order to grow and stay healthy.
	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 What are 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
	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 Observing 	<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 Interpreting data 	<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 Recording Data 	<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

Grade 2	Central Idea	Relationships are affected by our choices and actions.	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"> Similarities and differences between others How society influences our choices Responsibilities within 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. 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 Responsibility	Connection Form Responsibility	Causation Perspective	Function Form Change	Function Responsibility,	Connection 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
	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.	Signs and symbols facilitate 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"> Signs 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 <p>*climate, weather, insulators, noise pollution. NASA, building houses in space. Houses in history, museum of history.</p>	<ul style="list-style-type: none"> The role of supply and demand The distribution of goods and services Being responsible consumers <p>*Origin of foods, historical aspect</p>	<ul style="list-style-type: none"> Concept of adaptation Circumstances that lead to adaptation How plants and animals adapt or respond to environmental conditions
	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
	Approaches to Learning	<p>Thinking Skills</p> <ul style="list-style-type: none"> Analysis Metacognition <p>Social Skills</p> <ul style="list-style-type: none"> Respecting others Adopting a variety of group roles <p>Communication Skills</p> <ul style="list-style-type: none"> Listening Presenting <p>Self Management Skills</p> <ul style="list-style-type: none"> Codes of behavior Informed choices <p>Research Skills</p> <ul style="list-style-type: none"> Formulating questions Interpreting data 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Acquisition of knowledge Comprehension <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"> Reading Writing <p>Self Management Skills</p> <ul style="list-style-type: none"> Organisation Time management <p>Research Skills</p> <ul style="list-style-type: none"> Planning Presenting research findings 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Application Synthesis <p>Social Skills</p> <ul style="list-style-type: none"> Respecting others Cooperating <p>Communication Skills</p> <ul style="list-style-type: none"> Speaking Non-verbal communication <p>Self Management Skills</p> <ul style="list-style-type: none"> Spatial awareness Healthy lifestyle <p>Research Skills</p> <ul style="list-style-type: none"> Observing Recording data 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Analysis Dialectical thought <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"> Reading Presenting <p>Self Management Skills</p> <ul style="list-style-type: none"> Fine motor skills Safety <p>Research Skills</p> <ul style="list-style-type: none"> Planning Collecting data 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Application Dialectical thought <p>Social Skills</p> <ul style="list-style-type: none"> Cooperating Adopting a variety of group roles <p>Communication Skills</p> <ul style="list-style-type: none"> Speaking Non-verbal communication <p>Self Management Skills</p> <ul style="list-style-type: none"> Gross motor skills Time management <p>Research Skills</p> <ul style="list-style-type: none"> Formulating questions Organising data 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Comprehension Evaluation <p>Social Skills</p> <ul style="list-style-type: none"> Accepting responsibility Resolving conflict <p>Communication Skills</p> <ul style="list-style-type: none"> Viewing Presenting <p>Self Management Skills</p> <ul style="list-style-type: none"> Healthy lifestyle Codes of behaviour <p>Research Skills</p> <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	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 **Electricity with MYP students?* 	<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
	Approaches to Learning	<p>Thinking Skills</p> <ul style="list-style-type: none"> Acquisition of knowledge Metacognition <p>Social Skills</p> <ul style="list-style-type: none"> Cooperating Resolving conflict <p>Communication Skills</p> <ul style="list-style-type: none"> Listening Writing <p>Self Management</p> <ul style="list-style-type: none"> codes of behaviour informed choices <p>Research Skills</p> <ul style="list-style-type: none"> Planning Interpreting data 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Analysis Synthesis <p>Social Skills</p> <ul style="list-style-type: none"> Respecting other Group-decision making <p>Communication Skills</p> <ul style="list-style-type: none"> Reading Viewing <p>Self Management</p> <ul style="list-style-type: none"> Fine motor skills Organisation <p>Research Skills</p> <ul style="list-style-type: none"> Formulating questions Collecting data 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Analysis Comprehension <p>Social Skills</p> <ul style="list-style-type: none"> Respecting other Adopting a variety of group roles <p>Communication Skills</p> <ul style="list-style-type: none"> Speaking 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"> Observing Organising data 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Application Synthesis <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</p> <ul style="list-style-type: none"> Safety Healthy lifestyle <p>Research Skills</p> <ul style="list-style-type: none"> Recording data Presenting research findings 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Dialectical thought Comprehension <p>Social Skills</p> <ul style="list-style-type: none"> Cooperating Adopting a variety of group roles <p>Communication Skills</p> <ul style="list-style-type: none"> Reading Presenting <p>Self Management</p> <ul style="list-style-type: none"> Time management Safety <p>Research Skills</p> <ul style="list-style-type: none"> Planning Interpreting data 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Acquisition of knowledge Evaluation <p>Social Skills</p> <ul style="list-style-type: none"> Accepting responsibility Resolving conflict <p>Communication Skills</p> <ul style="list-style-type: none"> Listening Writing <p>Self Management</p> <ul style="list-style-type: none"> Gross motor skills Healthy lifestyle <p>Research Skills</p> <ul style="list-style-type: none"> Collecting data Presenting research findings

Grade 5	Central Idea	Unit 6 Puberty ushers in changes within our body systems and is celebrated to mark a passage in our lives.	Unit 3 Risk-taking and exploration drive progress.	Unit 5, PYP EXHIBITION <i>Central idea generated by students</i>	Unit 2 Natural and unnatural processes shape and reshape environments.	Unit 1 The responsibilities of individuals and governments are directly connected to children's rights.	Unit 4 Human migration is a response to challenges, risks, and opportunities.
	Lines of Inquiry	<ul style="list-style-type: none"> Body systems and how they work Celebrations of passage What puberty means to us 	<ul style="list-style-type: none"> Earth and its place in the universe How exploration has impacted the trajectory of mankind Space exploration provides new perspectives and raises new questions 	<ul style="list-style-type: none"> <i>Lines of inquiry generated by students</i> 	<ul style="list-style-type: none"> The natural resources of our region Matter moves in cycles throughout environments How environments and humans impact each other 	<ul style="list-style-type: none"> The challenges, risks, and opportunities that children face Different types of governments and their relationship to citizens The role of school democracy in advocating for students' rights 	<ul style="list-style-type: none"> The reasons why people migrate Migration throughout history Effects of migration on communities, cultures, and individuals
	Key Concepts	Function Change Perspective	Form Change Reflection		Form Connection Change Responsibility	Function Causation Responsibility	Connection Perspective Causation
	Related Concepts	Systems, identity, rituals, transformation	Exploration, purpose, cycle, space		Relationship, pattern, structure, sustainability	Rights, Justice, Role	Resilience, movement, reaction, culture
	Learner Profile	Balanced Communicators	Inquirers Knowledgeable	Inquirers Risk-Takers	Thinkers Caring	Communicator Principled	Open-minded Reflective
	Approaches to Learning	<p>Social Skills</p> <ul style="list-style-type: none"> Cooperating ("Be aware of own and others' emotions", "Practice empathy and care for others", "Learn cooperatively in a group...") Adopting a variety of group roles ("Take on a variety of roles in group learning") <p>Self-Management Skills</p> <ul style="list-style-type: none"> Healthy lifestyle (<u>All</u> Mindfulness Skills listed on Managebac) Informed choices ("Practice positive thinking that reinforces self-motivation", <u>All</u> Emotion Management Skills listed on Managebac) 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Acquisition of knowledge ("Synthesize new understandings...seeing relationships and connections") Comprehension ("Ask 'what if' questions and generate testable hypotheses", "Practice 'visible thinking' strategies and techniques") <p>Research skills</p> <ul style="list-style-type: none"> Formulating questions ("Ask or design relevant questions of interest that can be researched") Interpreting data ("Use critical literacy skills to analyze and interpret information") 	<p>Communication Skills</p> <ul style="list-style-type: none"> Listening ("Listen actively to other perspectives and ideas") Speaking (<u>All</u> Speaking Skills listed on ManageBac) Presenting ("Communicate information and ideas effectively to multiple audiences...") <p>Self Management Skills</p> <ul style="list-style-type: none"> Organization ("Set goals that are challenging and realistic") Time management ("Use time effectively and appropriately") Resilience (<u>All</u> Resilience Skills listed on Managebac) 	<p>Communication Skills</p> <ul style="list-style-type: none"> Writing ("Record information and observations...", "Organize information logically") Reading ("Read critically and for comprehension", "Use and interpret a range of terms and symbols") <p>Research Skills</p> <ul style="list-style-type: none"> Observing ("Use all senses to find and notice relevant details") Collecting data ("Gather information from a variety of primary and secondary sources") Recording data ("Record observations by drawing, note-taking, charting...") 	<p>Social Skills</p> <ul style="list-style-type: none"> Respecting others ("Be respectful to others") Group decision-making ("Make fair and equitable decisions") Accepting responsibility ("Advocate for one's own rights and needs, and those of others") <p>Self-Management Skills</p> <ul style="list-style-type: none"> Organization ("Bring necessary equipment and supplies to class", "Keep an organized and logical system to document learning") Codes of behavior ("Delegate and share responsibility for decision-making", "Take on and complete tasks as agreed") 	<p>Research Skills</p> <ul style="list-style-type: none"> Planning ("Evaluate and select appropriate information sources/digital tools based on the task") Organizing data ("Sort and categorize information...") <p>Thinking Skills</p> <ul style="list-style-type: none"> Analysis ("Take knowledge and ideas apart by separating them into component parts") Dialectical thought ("Use discussions and diagrams to generate new ideas and inquiries", "Consider new skills, techniques, and strategies for effective learning")