





































Grade level	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 
Pre-K	<b>Central Idea</b> Family and friends create a peaceful environment.		<b>Central Idea</b> We use shapes, patterns, and materials to express our creativity and imagination through art.		<b>Central Idea</b> People in a community help each other by doing different jobs.	<b>Central Idea</b> Living things grow, change, and need care to stay alive.
	<b>Lines of Inquiry</b> <b>LOI 1.</b> The ways in which our personal identity and feelings impacts others <b>LOI 2.</b> The different roles family members play in our lives (family) <b>LOI 3.</b> How school can become an extension of our families		<b>Lines of Inquiry</b> <b>LOI 1.</b> The different types of shapes and patterns used in art <b>LOI 2.</b> The different materials we can use to make art <b>LOI 3.</b> The Artwork that inspires us to express our feelings and ideas		<b>Lines of Inquiry</b> <b>LOI 1.</b> The different roles and responsibilities people can have <b>LOI 2.</b> The tools and uniforms people use in their roles <b>LOI 3.</b> How people work together in a community	<b>Lines of Inquiry</b> <b>LOI 1.</b> Living and non living things <b>LOI 2.</b> What living things need to survive <b>LOI 3.</b> Our responsibility in caring for living things
	<b>Specified Concepts</b> Form – What it looks like? Responsibility – what are our obligations? Perspective – What are the different points of view? Perspective		<b>Specified Concepts</b> Form – What it looks like? Function – how does it work? Causation – why is it as it is?		<b>Specified Concepts</b> Causation – why is it as it is? Connection – how is it linked to other things? Perspective – What are the different points of view?	<b>Specified Concepts</b> Causation Connection Responsibility
	<b>Additional Concepts</b> Emotions Empathy Communication		<b>Additional Concepts</b> <b>Learner Profile Attributes</b> Knowledgeable – We develop and use conceptual understanding, exploring knowledge across a range of disciplines. Risk-takers – We work independently and cooperatively to explore new ideas and innovative strategies.		<b>Additional Concepts</b> <b>Learner Profile Attributes</b> Reflective – We thoughtfully consider the world and our own ideas and experience. Balanced – We recognize our interdependence with other people and with the world in which we live.	<b>Additional Concepts</b> <b>Learner Profile Attributes</b> Inquirers – We learn with enthusiasm and sustain our love of learning throughout life. Principled – We take responsibility for our actions and their consequences.
	<b>Learner Profile Attributes</b> Caring – We show empathy, compassion and respect. Communicators – We express ourselves confidently and creatively in more than one language and in many ways.		<b>Approaches to Learning Skills</b> Research – Information literacy – Gathering & recording Research – Media literacy – Creating Thinking – Reflection Thinking – Creative thinking – Considering new perspectives		<b>Approaches to Learning Skills</b> Social – Interpersonal – Resolving conflicts Social – Interpersonal – Respecting others Communication – Exchanging information – Listening Communication – Exchanging information – Speaking	<b>Approaches to Learning Skills</b> Thinking – Reflection Thinking – Critical thinking – Analysis Research – Information literacy – Evaluating & communicating Research – Information literacy – Gathering & recording
	<b>Approaches to Learning Skills</b> <b>Communication</b> – Exchanging information – Speaking <b>Communication</b> – Exchanging information – Listening <b>Communication</b> – Literacy – Writing <b>Social</b> – Interpersonal – Respecting					
	<b>Central Idea</b> People use senses to discover the world around them.		<b>Central Idea</b> Stories can be created, interpreted, and expressed in different ways.		<b>Central Idea</b> Ways we structure our routine help us organize our day.	<b>Central Idea</b> Weather and seasons affect living things.
	<b>Lines of Inquiry</b> <b>LOI 1.</b> What senses are <b>LOI 2.</b> How senses are used to discover the world around us <b>LOI 3.</b> How people who have different abilities use their senses		<b>Lines of Inquiry</b> <b>LOI 1.</b> Different types of stories <b>LOI 2.</b> Ways in which stories can be expressed <b>LOI 3.</b> Over time, stories have been told, shared and changed		<b>Lines of Inquiry</b> <b>LOI 1.</b> How setting a routine helps us manage our day <b>LOI 2.</b> Tools used to organize our daily routine <b>LOI 3.</b> Our responsibility towards	<b>Lines of Inquiry</b> <b>LOI 1.</b> Patterns and changes in weather and seasons <b>LOI 2.</b> How we observe and measure changes in weather and seasons <b>LOI 3.</b> How living things respond to


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KG 1	<p><b>Specified Concepts</b>  <b>Function</b> – how does it work?  <b>Connection</b> – how is it linked to other things?  <b>Responsibility</b> – what are our obligations?</p> <p><b>Additional Concepts</b>  Self- awareness  adaptation  Perspective</p> <p><b>Learner Profile Attributes</b>  <b>Inquirers</b> – We nurture our curiosity, developing skills for inquiry and research.  <b>Balanced</b> – We understand the importance of balancing different aspect of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others.  <b>Knowledgeable</b> – We engage with issues and ideas that have local and global significance.</p> <p><b>Approaches to Learning Skills</b>  <b>Communication</b> – Exchanging information – Listening</p>		<p><b>Specified Concepts</b>  <b>Form</b> – What it looks like?  <b>Connection</b> – how is it linked to other things?  <b>Perspective</b> – What are the different points of view?</p> <p><b>Additional Concepts</b></p> <p><b>Learner Profile Attributes</b>  <b>Communicators</b> – We express ourselves confidently and creatively in more than one language and in many ways.  <b>Reflective</b> – We thoughtfully consider the world and our own ideas and experience.  <b>Principled</b> – We take responsibility for our actions and their consequences.</p> <p><b>Approaches to Learning Skills</b>  <b>Communication</b> – Exchanging information – Listening  <b>Communication</b> – Literacy – Reading  <b>Communication</b> – ICT – Media representation  <b>Social</b> – Interpersonal – Resolving conflicts  <b>Social</b> – Interpersonal – Respecting</p>		<p><b>Specified Concepts</b>  <b>Causation</b> – why is it as it is?  <b>Function</b> – how does it work?  <b>Change</b> – how is it transforming?</p> <p><b>Additional Concepts</b>  Roles and responsibilities</p> <p><b>Learner Profile Attributes</b>  <b>Reflective</b> – We thoughtfully consider the world and our own ideas and experience.  <b>Thinkers</b> – We use critical and creative thinking skills to analyze and take responsible action on complex problems.  <b>Balanced</b> – We understand the importance of balancing different aspect of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others.</p> <p><b>Approaches to Learning Skills</b>  <b>Self-management</b> – organization – Time management  <b>Self-management</b> – States of mind – Emotional Management  <b>Social</b> – Intrapersonal – Self-control</p>	<p><b>Specified Concepts</b>  <b>Causation</b> – why is it as it is?  <b>Form</b> – What it looks like?</p> <p><b>Additional Concepts</b>  living and non- living things</p> <p><b>Learner Profile Attributes</b>  <b>Knowledgeable</b> – We engage with issues and ideas that have local and global significance.  <b>Caring</b> – We show empathy, compassion and respect.</p> <p><b>Approaches to Learning Skills</b>  <b>Thinking</b> – Critical thinking – Analysis  <b>Research</b> – Ethical use – Reliability of sources</p>
KG 2	<p><b>Central Idea</b>  People's identities are shaped by their experiences, beliefs, and relationships with others.</p> <p><b>Lines of Inquiry</b>  <b>LOI 1.</b> Identify and value our unique qualities and abilities  <b>LOI 2.</b> How our personality changes as we grow  <b>LOI 3.</b> People and experiences that help shape who we are</p> <p><b>Specified Concepts</b>  <b>Connection</b> – how is it linked to other things?  <b>Perspective</b> – What are the different points of view?  <b>Form</b> – What it looks like?</p> <p><b>Additional Concepts</b>  Diversity  Identity  Self-awareness</p> <p><b>Learner Profile Attributes</b>  <b>Inquirers</b> – We know how to learn independently and with others.  <b>Communicators</b> – We express ourselves confidently and creatively in more than one language and in many ways.</p> <p><b>Approaches to Learning Skills</b></p>	<p><b>Central Idea</b>  The exploration of past and present helps us understand the world we live in.</p> <p><b>Lines of Inquiry</b>  <b>LOI 1.</b> How life was different in the past and how it is now  <b>LOI 2.</b> Ways we learn about the past  <b>LOI 3.</b> Changes over time in our daily lives</p> <p><b>Specified Concepts</b>  <b>Form</b> – What it looks like?  <b>Change</b> – how is it transforming?</p> <p><b>Additional Concepts</b>  Time  History  Culture</p> <p><b>Learner Profile Attributes</b>  <b>Communicators</b> – We express ourselves confidently and creatively in more than one language and in many ways.  <b>Reflective</b> – We work to understand our strengths and weaknesses in order to support our learning and personal development.</p> <p><b>Approaches to Learning Skills</b>  <b>Research</b> – Information literacy – Gathering &amp; recording</p>		<p><b>Central Idea</b>  Objects move and behave based on their properties and the forces acting on them.</p> <p><b>Lines of Inquiry</b>  <b>LOI 1.</b> Different ways objects can move  <b>LOI 2.</b> How simple forces make objects move  <b>LOI 3.</b> How the objects can be manipulated and changed</p> <p><b>Specified Concepts</b>  <b>Function</b> – how does it work?  <b>Connection</b> – how is it linked to other things?  <b>Form</b> – What it looks like?</p> <p><b>Additional Concepts</b>  Movement,  Force</p> <p><b>Learner Profile Attributes</b>  <b>Communicators</b> – We express ourselves confidently and creatively in more than one language and in many ways.  <b>Reflective</b> – We thoughtfully consider the world and our own ideas and experience.</p> <p><b>Approaches to Learning Skills</b>  <b>Communication</b> – Exchanging</p>		<p><b>Central Idea</b>  The Sun, Moon, and stars follow patterns that affect human's activities.</p> <p><b>Lines of Inquiry</b>  <b>LOI 1.</b> How the Sun, Moon, and stars move and change  <b>LOI 2.</b> How the Sun's movement affects light and shadows  <b>LOI 3.</b> How celebrations and activities are connected to the movement of the Sun,</p> <p><b>Specified Concepts</b>  <b>Responsibility</b> – what are our obligations?  <b>Connection</b> – how is it linked to other things?  <b>Form</b> – What it looks like?</p> <p><b>Additional Concepts</b>  Space  Position  Motion</p> <p><b>Learner Profile Attributes</b>  <b>Risk-takers</b> – We approach uncertainty with forethought and determination.  <b>Knowledgeable</b> – We develop and use conceptual understanding, exploring knowledge across a range of disciplines.</p> <p><b>Approaches to Learning Skills</b>  <b>Research</b> – Information literacy – Gathering &amp; recording</p>

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Grade 1	<b>Central Idea</b> People and communities can work together to solve problems and make positive changes.	<b>Central Idea</b> Geography influences how people live, move, and interact with their environment.	<b>Central Idea</b> The arts can express powerful ideas and changes in perception.	<b>Central Idea</b> Matter goes through cycles of change that influence how we use materials in our world.	<b>Central Idea</b> Communities create a safe and positive learning environment.	<b>Central Idea</b> Living things adapt to their habitats to survive, thrive, and interact with other organisms.
	<b>Lines of Inquiry</b> <b>LOI 1.</b> What inspires people to create positive change <b>LOI 2.</b> Role models who have made a difference <b>LOI 3.</b> Our responsibility to recognize and respond to important local or global issues.	<b>Lines of Inquiry</b> <b>LOI 1.</b> The different types of landforms around us <b>LOI 2.</b> How natural processes help form and change landforms <b>LOI 3.</b> How the physical geography of an area influence human settlement and activity.	<b>Lines of Inquiry</b> <b>LOI 1.</b> The different forms of art <b>LOI 2.</b> How different artworks make you feel and think <b>LOI 3.</b> How artists use their work to share powerful ideas	<b>Lines of Inquiry</b> <b>LOI 1.</b> The different states and properties of matter <b>LOI 2.</b> Processes that result in changing the state of matter <b>LOI 3.</b> Properties of materials as conductors or insulators	<b>Lines of Inquiry</b> <b>LOI 1.</b> The structure of communities <b>LOI 2.</b> The jobs and responsibilities of people within a community <b>LOI 3.</b> Communities create rules to promote fairness and safety	<b>Lines of Inquiry</b> <b>LOI 1.</b> Different types of habitats <b>LOI 2.</b> How living things adapt to their habitat <b>LOI 3.</b> Our responsibility to protect endangered species
Grade 1	<b>Specified Concepts</b> <b>Responsibility</b> - what are our obligations? <b>Connection</b> - how is it linked to other things? <b>Perspective</b> - What are the different points of view?	<b>Specified Concepts</b> <b>Change</b> - how is it transforming? <b>Function</b> - how does it work? <b>Causation</b> - why is it as it is? <b>Causation</b> - why is it as it is?	<b>Specified Concepts</b> <b>Function</b> - how does it work? <b>Causation</b> - why is it as it is? <b>Connection</b> - how is it linked to other things?	<b>Specified Concepts</b> <b>Form</b> - What it looks like? <b>Function</b> - how does it work? <b>Causation</b> - why is it as it is?	<b>Specified Concepts</b> <b>Form</b> - What it looks like? <b>Connection</b> - how is it linked to other things? <b>Responsibility</b> - what are our obligations?	<b>Specified Concepts</b> <b>Form</b> - What it looks like? <b>Change</b> - how is it transforming? <b>Connection</b> - how is it linked to other things?
	<b>Additional Concepts</b> Balance Well-being Progress	<b>Additional Concepts</b> Habitat Structure Biodiversity	<b>Additional Concepts</b> Creativity Communication Inspiration	<b>Additional Concepts</b> Properties Structure Processes	<b>Additional Concepts</b> Citizenship Cooperation Employment	<b>Additional Concepts</b> Ecosystem Interdependence Relationships
Grade 1	<b>Learner Profile Attributes</b> <b>Thinkers</b> - We exercise initiative in making reasoned, ethical decisions. <b>Balanced</b> - We recognize our interdependence with other people and with the world in which we live.	<b>Learner Profile Attributes</b> <b>Knowledgeable</b> - We engage with issues and ideas that have local and global significance. <b>Inquirers</b> - We nurture our curiosity, developing skills for inquiry and research.	<b>Learner Profile Attributes</b> <b>Communicators</b> - We collaborate effectively, listening carefully to the perspective of other individuals and groups. <b>Open-minded</b> - We seek and evaluate a range of points of view, and we are willing to grow from the experience.	<b>Learner Profile Attributes</b> <b>Inquirers</b> - We nurture our curiosity, developing skills for inquiry and research. <b>Knowledgeable</b> - We develop and use conceptual understanding, exploring knowledge across a range of disciplines.	<b>Learner Profile Attributes</b> <b>Principled</b> - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. <b>Open-minded</b> - We seek and evaluate a range of points of view, and we are willing to grow from the experience.	<b>Learner Profile Attributes</b> <b>Thinkers</b> - We use critical and creative thinking skills to analyze and take responsible action on complex problems. <b>Reflective</b> - We thoughtfully consider the world and our own ideas and experience.
	<b>Approaches to Learning Skills</b> <b>Communication</b> - Exchanging information - Speaking <b>Communication</b> - Literacy - Reading <b>Communication</b> - Literacy - Writing <b>Research</b> - Information literacy - Gathering & recording <b>Research</b> - Information literacy - Evaluating & communicating	<b>Approaches to Learning Skills</b> <b>Communication</b> - Exchanging information - Speaking <b>Communication</b> - Exchanging information - Listening <b>Thinking</b> - Critical thinking - Analysis <b>Thinking</b> - Creative thinking - Considering new perspectives <b>Thinking</b> - Reflection	<b>Approaches to Learning Skills</b> <b>Research</b> - Media literacy - Creating <b>Research</b> - Ethical use <b>Research</b> - Information literacy - Synthesizing & Interpreting <b>Thinking</b> - Creative thinking - Generating novel ideas <b>Thinking</b> - Creative thinking - Considering new perspectives	<b>Approaches to Learning Skills</b> <b>Communication</b> - Exchanging information - Listening <b>Communication</b> - Exchanging information - Speaking <b>Communication</b> - Literacy - Writing <b>Research</b> - Information literacy - Formulating & Planning <b>Thinking</b> - Critical thinking - Evaluation <b>Thinking</b> - Transfer- Application	<b>Approaches to Learning Skills</b> <b>Social</b> - Interpersonal - Respecting others <b>Social</b> - Interpersonal - Supporting others <b>Self-management</b> - States of mind -	<b>Approaches to Learning Skills</b> <b>Research</b> - Media literacy - Creating <b>Research</b> - Ethical use - Reliability of sources <b>Research</b> - Information literacy - Formulating & Planning <b>Thinking</b> - Critical thinking - Analysis <b>Thinking</b> - Creative thinking - Considering new perspectives <b>Thinking</b> - Transfer- Application in multiple contexts
	<b>Central Idea</b> Our choices shape how our bodies function and influence our health	<b>Central Idea</b> Environment influences how we live.	<b>Central Idea</b> The performing arts offer opportunities for creativity, expression, and enjoyment in different cultures.	<b>Central Idea</b> People use light & sound to perceive and interact with the world.	<b>Central Idea</b> Different forms of transportation provide ways for communities to connect.	<b>Central Idea</b> People depend on the environment and its resources to satisfy basic needs.
	<b>Lines of Inquiry</b> <b>LOI 1.</b> How the body processes the food we eat <b>LOI 2.</b> The relationship between choices and their impact on health <b>LOI 3.</b> Ways people can develop and	<b>Lines of Inquiry</b> <b>LOI 1.</b> Types of homes around the world <b>LOI 2.</b> Ways homes meet our needs and wants <b>LOI 3.</b> Similarities and differences of homes around the world	<b>Lines of Inquiry</b> <b>LOI 1.</b> How cultures communicate ideas through the performing arts <b>LOI 2.</b> Common features of performances <b>LOI 3.</b> Ways to create a performance to	<b>Lines of Inquiry</b> <b>LOI 1.</b> How light and sound work <b>LOI 2.</b> Ways to use light and sound <b>LOI 3.</b> Impact of light and sound on our daily lives and environment	<b>Lines of Inquiry</b> <b>LOI 1.</b> Forms of transportation <b>LOI 2.</b> Purpose of transportation <b>LOI 3.</b> Ways transportation helps to connect communities	<b>Lines of Inquiry</b> <b>LOI 1.</b> Earth's resources <b>LOI 2.</b> Balancing human needs and the use of resources <b>LOI 3.</b> How sharing resources can lead to conflict and peace

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Grade 2	<b>Specified Concepts</b> <b>Function</b> – how does it work? <b>Causation</b> – why is it as it is? <b>Responsibility</b> – what are our obligations?	<b>Specified Concepts</b> <b>Form</b> – What it looks like? <b>Perspective</b> – What are the different points of view? <b>Connection</b> – how is it linked to other things?	<b>Specified Concepts</b> <b>Function</b> – how does it work? <b>Form</b> – What it looks like? <b>Perspective</b> – What are the different points of view?	<b>Specified Concepts</b> <b>Function</b> – how does it work? <b>Connection</b> – how is it linked to other things? <b>Change</b> – how is it transforming?	<b>Specified Concepts</b> <b>Form</b> – What it looks like? <b>Function</b> – how does it work? <b>Connection</b> – how is it linked to other things?	<b>Specified Concepts</b> <b>Connection</b> – how is it linked to other things? <b>Responsibility</b> – what are our obligations? <b>Causation</b> – why is it as it is?
	<b>Additional Concepts</b> Health Systems Growth	<b>Additional Concepts</b> Adaptation Innovation Culture	<b>Additional Concepts</b> Interpretation Identity Universality	<b>Additional Concepts</b> Energy Vibration Communication	<b>Additional Concepts</b> systems Community Movement	<b>Additional Concepts</b> Equity Sustainability Scarcity
	<b>Learner Profile Attributes</b> <b>Balanced</b> – We understand the importance of balancing different aspect of our lives – intellectual, physical, and emotional – to achieve well-being <b>for ourselves and others.</b> <b>Reflective</b> – We thoughtfully consider the world and our own ideas and experience.	<b>Learner Profile Attributes</b> <b>Knowledgeable</b> – We develop and use conceptual understanding, exploring knowledge across a range of disciplines. <b>Open-minded</b> – We critically appreciate our own cultures and personal histories, as well as the values and traditions of others.	<b>Learner Profile Attributes</b> <b>Risk-takers</b> – We work independently and cooperatively to explore new ideas and innovative strategies. <b>Communicators</b> – We express ourselves confidently and creatively in more than one language and in many ways.	<b>Learner Profile Attributes</b> <b>Inquirers</b> – We nurture our curiosity, developing skills for inquiry and research. <b>Thinkers</b> – We use critical and creative thinking skills to analyze and take responsible action on complex problems.	<b>Learner Profile Attributes</b> <b>Thinkers</b> – We use critical and creative thinking skills to analyze and take responsible action on complex problems. <b>Inquirers</b> – We nurture our curiosity, developing skills for inquiry and research.	<b>Learner Profile Attributes</b> <b>Principled</b> – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. <b>Caring</b> – We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
	<b>Approaches to Learning Skills</b> <b>Self-management</b> – organization – Goal setting <b>Self-management</b> – States of mind –	<b>Approaches to Learning Skills</b> <b>Research</b> – Information literacy – Formulating & Planning <b>Research</b> – Information literacy –	<b>Approaches to Learning Skills</b> <b>Communication</b> – Exchanging information – Interpreting <b>Communication</b> – Literacy – Reading <b>Social</b> – Intrapersonal – Emotional intelligence	<b>Approaches to Learning Skills</b> <b>Thinking</b> – Critical thinking – Analysis <b>Research</b> – Information literacy – Formulating & Planning	<b>Approaches to Learning Skills</b> <b>Self-management</b> – organization – Time management <b>Thinking</b> – Reflection – Metacognition	<b>Approaches to Learning Skills</b> <b>Social</b> – Interpersonal – Resolving conflicts <b>Social</b> – Interpersonal – Respecting others
	<b>Central Idea</b> The interdependence of the body's systems plays a vital role in sustaining human well-being.	<b>Central Idea</b> Exploration begins with inquiry and leads to discoveries, opportunities, and new understandings.	<b>Central Idea</b> Literature is adapted based on different perceptions.	<b>Central Idea</b> Celestial movements create observable patterns that influence life on Earth.	<b>Central Idea</b> People create systems to organize and manage spaces and relationships.	<b>Central Idea</b> Biodiversity relies on maintaining the interdependent balance of organisms within systems.
	<b>Lines of Inquiry</b> <b>LOI 1.</b> The major systems within our body and their function <b>LOI 2.</b> The interconnectedness of the body system <b>LOI 3.</b> The choices we make and their effects on our well-being	<b>Lines of Inquiry</b> <b>LOI 1.</b> Reasons for Exploration <b>LOI 2.</b> Different Types of Exploration <b>LOI 3.</b> Transformations resulting from explorations	<b>Lines of Inquiry</b> <b>LOI 1.</b> The elements of different genres <b>LOI 2.</b> How literature is adapted to express specific contexts <b>LOI 3.</b> Our perspectives help us reimagine original stories	<b>Lines of Inquiry</b> <b>LOI 1.</b> The structure and components of the solar system <b>LOI 2.</b> How Earth's rotation and revolution cause day, night, and the four seasons <b>LOI 3.</b> The Moon's movement around Earth and how it affects observable phenomena	<b>Lines of Inquiry</b> <b>LOI 1.</b> How and why borders are formed <b>LOI 2.</b> The purposes borders serve for countries and communities (e.g., culture, language, security, governance) <b>LOI 3.</b> How people's experiences and beliefs shape their views about	<b>Lines of Inquiry</b> <b>LOI 1.</b> Ways in which living organisms are interdependent within an ecosystem <b>LOI 2.</b> The changes that occur in an ecosystem <b>LOI 3.</b> The consequences of imbalance within the ecosystem

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Grade 3	<p><b>Specified Concepts</b>  <b>Form</b> – What it looks like?  <b>Connection</b> – how is it linked to other things?  <b>Responsibility</b> – what are our obligations?</p> <p><b>Additional Concepts</b>  Interactions  Systems  Wellbeing</p> <p><b>Learner Profile Attributes</b>  <b>Knowledgeable</b> – We develop and use conceptual understanding, exploring knowledge across a range of disciplines.  <b>Balanced</b> – We understand the importance of balancing different aspect of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others.  <b>Principled</b> – We take responsibility for our actions and their consequences.</p> <p><b>Approaches to Learning Skills</b>  <b>Research</b> – Information literacy – Gathering &amp; recording  <b>Research</b> – Information literacy – Synthesizing &amp; Interpreting  <b>Research</b> – Media literacy – Creating  <b>Thinking</b> – Critical thinking – Forming</p>	<p><b>Specified Concepts</b>  <b>Causation</b> – why is it as it is?  <b>Form</b> – What it looks like?  <b>Change</b> – how is it transforming?</p> <p><b>Additional Concepts</b>  Discoveries  Exploration  Opportunities,</p> <p><b>Learner Profile Attributes</b>  <b>Communicators</b> – We express ourselves confidently and creatively in more than one language and in many ways.  <b>Inquirers</b> – We know how to learn independently and with others.  <b>Knowledgeable</b> – We engage with issues and ideas that have local and global significance.</p> <p><b>Approaches to Learning Skills</b>  <b>Research</b> – Information literacy – Gathering &amp; recording  <b>Research</b> – Information literacy – Synthesizing &amp; Interpreting  <b>Research</b> – Information literacy – Evaluating &amp; communicating  <b>Communication</b> – Literacy – Reading  <b>Communication</b> – Exchanging information – Interpreting</p>	<p><b>Specified Concepts</b>  <b>Form</b> – What it looks like?  <b>Change</b> – how is it transforming?  <b>Perspective</b> – What are the different points of view?</p> <p><b>Additional Concepts</b>  Fictional genres  Interpretation  Creativity</p> <p><b>Learner Profile Attributes</b>  <b>Knowledgeable</b> – We develop and use conceptual understanding, exploring knowledge across a range of disciplines.  <b>Thinkers</b> – We use critical and creative thinking skills to analyze and take responsible action on complex problems.  <b>Communicators</b> – We express ourselves confidently and creatively in more than one language and in many ways.</p> <p><b>Approaches to Learning Skills</b>  <b>Thinking</b> – Creative thinking – Considering new perspectives  <b>Thinking</b> – Creative thinking – Generating novel ideas  <b>Communication</b> – Literacy – Reading  <b>Communication</b> – Literacy – Writing</p>	<p><b>Specified Concepts</b>  <b>Form</b> – What it looks like?  <b>Causation</b> – why is it as it is?  <b>Function</b> – how does it work?</p> <p><b>Additional Concepts</b>  Systems  Cycles  Time</p> <p><b>Learner Profile Attributes</b>  <b>Communicators</b> – We collaborate effectively, listening carefully to the perspective of other individuals and groups.  <b>Knowledgeable</b> – We develop and use conceptual understanding, exploring knowledge across a range of disciplines.  <b>Inquirers</b> – We nurture our curiosity, developing skills for inquiry and research.</p> <p><b>Approaches to Learning Skills</b>  <b>Research</b> – Ethical use  <b>Research</b> – Ethical use – Reliability of sources  <b>Communication</b> – Exchanging information – Speaking  <b>Communication</b> – Exchanging information – Listening</p>	<p><b>Specified Concepts</b>  <b>Function</b> – how does it work?  <b>Causation</b> – why is it as it is?  <b>Perspective</b> – What are the different points of view?</p> <p><b>Additional Concepts</b>  Structure  Impact  Culture</p> <p><b>Learner Profile Attributes</b>  <b>Knowledgeable</b> – We engage with issues and ideas that have local and global significance.  <b>Communicators</b> – We collaborate effectively, listening carefully to the perspective of other individuals and groups.  <b>Reflective</b> – We thoughtfully consider the world and our own ideas and experience.</p> <p><b>Approaches to Learning Skills</b>  <b>Communication</b> – Exchanging information – Speaking  <b>Communication</b> – Exchanging information – Listening  <b>Communication</b> – Literacy – Writing  <b>Social</b> – Interpersonal – Respecting</p>	<p><b>Specified Concepts</b>  <b>Connection</b> – how is it linked to other things?  <b>Causation</b> – why is it as it is?  <b>Responsibility</b> – what are our obligations?</p> <p><b>Additional Concepts</b>  Ecosystem  Organisms  Imbalance</p> <p><b>Learner Profile Attributes</b>  <b>Inquirers</b> – We nurture our curiosity, developing skills for inquiry and research.  <b>Knowledgeable</b> – We develop and use conceptual understanding, exploring knowledge across a range of disciplines.  <b>Reflective</b> – We work to understand our strengths and weaknesses in order to support our learning and personal development.</p> <p><b>Approaches to Learning Skills</b>  <b>Thinking</b> – Critical thinking – Forming decisions  <b>Communication</b> – Exchanging information – Interpreting</p>
	<p><b>Central Idea</b>  Embracing a growth mindset fosters the development of positive attitudes and resilience.</p> <p><b>Lines of Inquiry</b>  <b>LOI 1.</b> The brain parts and their functions  <b>LOI 2.</b> How the brain changes and adapts in response to learning and experiences  <b>LOI 3.</b> The interconnectedness between our mental conditions and the functions of our body.</p>	<p><b>Central Idea</b>  Ancient civilizations shape the modern world.</p> <p><b>Lines of Inquiry</b>  <b>LOI 1.</b> The characteristics that define a civilization  <b>LOI 2.</b> The major advancements of past civilizations  <b>LOI 3.</b> The achievements and ideas of past civilizations influenced our contemporary societies</p>	<p><b>Central Idea</b>  Architectural design serves as a powerful medium for expressing identity and values.</p> <p><b>Lines of Inquiry</b>  <b>LOI 1.</b> The role of architecture in representing and preserving cultural heritage and traditions  <b>LOI 2.</b> How architectural styles have evolved over time in response to changing cultural and societal needs  <b>LOI 3.</b> How the scientific principles influence architectural designs and</p>	<p><b>Central Idea</b>  Earth undergoes changes over time due to natural and man-made processes.</p> <p><b>Lines of Inquiry</b>  <b>LOI 1.</b> The layers and systems of Earth.  <b>LOI 2.</b> Processes that shape and change Earth's surface and systems.  <b>LOI 3.</b> Actions taken to manage and mitigate the consequences of Earth's changes.</p>	<p><b>Central Idea</b>  Governments change over time to meet the needs of people and promote fairness in society.</p> <p><b>Lines of Inquiry</b>  <b>LOI 1.</b> The purpose and functions of governments  <b>LOI 2.</b> Types of government systems over time  <b>LOI 3.</b> Governments' obligations to create ethical and fair communities</p>	<p><b>Central Idea</b>  Humans endeavor to achieve social justice and inclusion.</p> <p><b>Lines of Inquiry</b>  <b>LOI 1.</b> The key principles of social justice, and how they relate to our lives  <b>LOI 2.</b> Historical events that shaped our understanding of social justice  <b>LOI 3.</b> Practices that promote equity, diversity,</p>

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Grade 4	<p><b>Specified Concepts</b>  <b>Function</b> – how does it work?  <b>Change</b> – how is it transforming?  <b>Connection</b> – how is it linked to other things?</p> <p><b>Additional Concepts</b>  Wellbeing  Neuroplasticity  Habits</p> <p><b>Learner Profile Attributes</b>  <b>Reflective</b> – We work to understand our strengths and weaknesses in order to support our learning and personal development.  <b>Balanced</b> – We understand the importance of balancing different aspect of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others.</p> <p><b>Approaches to Learning Skills</b>  <b>Self-management</b> – States of mind – Mindfulness  <b>Self-management</b> – States of mind –</p>	<p><b>Specified Concepts</b>  <b>Form</b> – What it looks like?  <b>Connection</b> – how is it linked to other things?  <b>Perspective</b> – What are the different points of view?</p> <p><b>Additional Concepts</b>  Legacy  Culture  Systems  Innovation</p> <p><b>Learner Profile Attributes</b>  <b>Open-minded</b> – We critically appreciate our own cultures and personal histories, as well as the values and traditions of others.  <b>Knowledgeable</b> – We develop and use conceptual understanding, exploring knowledge across a range of disciplines.</p> <p><b>Approaches to Learning Skills</b>  <b>Research</b> – Information literacy – Gathering &amp; recording  <b>Research</b> – Information literacy –</p>	<p><b>Specified Concepts</b>  <b>Function</b> – how does it work?  <b>Change</b> – how is it transforming?  <b>Perspective</b> – What are the different points of view?</p> <p><b>Additional Concepts</b>  Imagination  The design cycle  Internal vs. external forces</p> <p><b>Learner Profile Attributes</b>  <b>Inquirers</b> – We nurture our curiosity, developing skills for inquiry and research.  <b>Communicators</b> – We collaborate effectively, listening carefully to the perspective of other individuals and groups.</p> <p><b>Approaches to Learning Skills</b>  <b>Communication</b> – Exchanging information – Listening  <b>Communication</b> – ICT – Informed decisions  <b>Thinking</b> – Creative thinking –</p>	<p><b>Specified Concepts</b>  <b>Form</b> – What it looks like?  <b>Causation</b> – why is it as it is?  <b>Responsibility</b> – what are our obligations?</p> <p><b>Additional Concepts</b>  Pangea  Weathering/erosion  Conservation</p> <p><b>Learner Profile Attributes</b>  <b>Balanced</b> – We recognize our interdependence with other people and with the world in which we live.  <b>Reflective</b> – We thoughtfully consider the world and our own ideas and experience.</p> <p><b>Approaches to Learning Skills</b>  <b>Thinking</b> – Critical thinking – Analysis  <b>Thinking</b> – Reflection – Metacognition  <b>Research</b> – Information literacy – Gathering &amp; recording  <b>Research</b> – Information literacy – Evaluating &amp; communicating</p>	<p><b>Specified Concepts</b>  <b>Function</b> – how does it work?  <b>Change</b> – how is it transforming?  <b>Perspective</b> – What are the different points of view?</p> <p><b>Additional Concepts</b>  Leadership  Power  Heirarchy</p> <p><b>Learner Profile Attributes</b>  <b>Inquirers</b> – We learn with enthusiasm and sustain our love of learning throughout life.  <b>Principled</b> – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.</p> <p><b>Approaches to Learning Skills</b>  <b>Social</b> – Interpersonal – Supporting others  <b>Social</b> – Interpersonal – Resolving conflicts  <b>Communication</b> – Exchanging information – Listening  <b>Communication</b> – Exchanging</p>	<p><b>Specified Concepts</b>  <b>Function</b> – how does it work?  <b>Change</b> – how is it transforming?  <b>Perspective</b> – What are the different points of view?</p> <p><b>Additional Concepts</b>  Leadership  Power  Heirarchy</p> <p><b>Learner Profile Attributes</b>  <b>Inquirers</b> – We learn with enthusiasm and sustain our love of learning throughout life.  <b>Principled</b> – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.</p> <p><b>Approaches to Learning Skills</b>  <b>Social</b> – Interpersonal – Supporting others  <b>Social</b> – Interpersonal – Resolving conflicts  <b>Communication</b> – Exchanging information – Listening  <b>Communication</b> – Exchanging</p>
	<p><b>Central Idea</b>  Traits are passed from one generation to the next creating variation among individuals.</p> <p><b>Lines of Inquiry</b>  <b>LOI 1.</b> How traits are inherited through genes and chromosomes  <b>LOI 2.</b> How genetic and environmental factors shape traits (inherited Vs. acquired traits)  <b>LOI 3.</b> How variation in traits affects individuals and populations</p>	<p><b>Central Idea</b>  The movement of people across regions reshapes communities.</p> <p><b>Lines of Inquiry</b>  <b>LOI 1.</b> Migration through history  <b>LOI 2.</b> Migration is driven by different reasons  <b>LOI 3.</b> How communities view and respond to migration</p>	<p><b>Central Idea</b>  Media and communication tools shape our understanding of the world and ourselves.</p> <p><b>Lines of Inquiry</b>  <b>LOI 1.</b> How different media forms convey messages  <b>LOI 2.</b> How we interpret media messages differs based on personal perspectives  <b>LOI 3.</b> How to use media to influence, inform, and advocate for change</p>	<p><b>Central Idea</b>  Scientific and technological advances shape society and impact the environment.</p> <p><b>Lines of Inquiry</b>  <b>LOI 1.</b> The structure of the atom  <b>LOI 2.</b> The scientific implications of harnessing nuclear energy  <b>LOI 3.</b> Ethical, social, and environmental related issues</p>	<p><b>Central Idea</b>  Innovation and planning help businesses grow and support sustainable communities.</p> <p><b>Lines of Inquiry</b>  <b>LOI 1.</b> The role of innovation and planning in starting and developing a business  <b>LOI 2.</b> How businesses respond to changing needs, technologies, and values over time  <b>LOI 3.</b> The responsibilities of businesses toward people,</p>	<p><b>Exhibition Unit</b></p> <p><b>Exhibition Unit</b></p>

Grade level	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 
Grade 5	<p><b>Specified Concepts</b>  <b>Function</b> – how does it work?  <b>Change</b> – how is it transforming?  <b>Connection</b> – how is it linked to other things?</p> <p><b>Additional Concepts</b>  Heredity  Natural selection  Biotechnology</p> <p><b>Learner Profile Attributes</b>  <b>Inquirers</b> – We learn with enthusiasm and sustain our love of learning throughout life.  <b>Knowledgeable</b> – We develop and use conceptual understanding, exploring knowledge across a range of disciplines.</p> <p><b>Approaches to Learning Skills</b>  <b>Thinking</b> – Critical thinking – Analysis  <b>Thinking</b> –Critical thinking – Evaluation  <b>Thinking</b> –Critical thinking –Forming decisions  <b>Thinking</b> – Reflection –Metacognition  <b>Research</b> – Information literacy –</p>	<p><b>Specified Concepts</b>  <b>Form</b> – What it looks like?  <b>Causation</b> – why is it as it is?  <b>Perspective</b> – What are the different points of view?</p> <p><b>Additional Concepts</b>  Belonging  Opportunities  Displacement</p> <p><b>Learner Profile Attributes</b>  <b>Open-minded</b> – We critically appreciate our own cultures and personal histories, as well as the values and traditions of others.  <b>Caring</b> – We show empathy, compassion and respect.</p> <p><b>Approaches to Learning Skills</b>  <b>Social</b> – Intrapersonal – Emotional intelligence  <b>Social</b> – Interpersonal – Respecting others  <b>Social</b> – Interpersonal – Supporting others  <b>Social</b> – Interpersonal – Social intelligence  <b>Research</b> – Media literacy – Considering online perspectives</p>	<p><b>Specified Concepts</b>  <b>Function</b> – how does it work?  <b>Responsibility</b> – what are our obligations?  <b>Perspective</b> – What are the different points of view?</p> <p><b>Additional Concepts</b>  Representation  Bias  Advocacy</p> <p><b>Learner Profile Attributes</b>  <b>Reflective</b> – We thoughtfully consider the world and our own ideas and experience.  <b>Principled</b> – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.</p> <p><b>Approaches to Learning Skills</b>  <b>Communication</b> – Literacy – Reading  <b>Communication</b> – Literacy – Writing  <b>Communication</b> – ICT – Media representation  <b>Communication</b> – ICT – Informed decisions</p>	<p><b>Specified Concepts</b>  <b>Form</b> – What it looks like?  <b>Causation</b> – why is it as it is?  <b>Connection</b> – how is it linked to other things?</p> <p><b>Additional Concepts</b>  Subatomic particles  Bonding  Reactivity</p> <p><b>Learner Profile Attributes</b>  <b>Inquirers</b> – We nurture our curiosity, developing skills for inquiry and research.  <b>Risk-takers</b> – We work independently and cooperatively to explore new ideas and innovative strategies.</p> <p><b>Approaches to Learning Skills</b>  <b>Thinking</b> – Critical thinking – Analysis  <b>Thinking</b> – Creative thinking – Considering new perspectives  <b>Thinking</b> – Reflection  <b>Thinking</b> – Transfer- Application in multiple contexts  <b>Research</b> – Information literacy – Gathering &amp; recording</p>	<p><b>Specified Concepts</b>  <b>Causation</b> – why is it as it is?  <b>Connection</b> – how is it linked to other things?  <b>Responsibility</b> – what are our obligations?</p> <p><b>Additional Concepts</b>  Entrepreneurship  Marketing  Ethics</p> <p><b>Learner Profile Attributes</b>  <b>Thinkers</b> – We use critical and creative thinking skills to analyze and take responsible action on complex problems.  <b>Balanced</b> – We recognize our interdependence with other people and with the world in which we live.</p> <p><b>Approaches to Learning Skills</b>  <b>Self-management</b> – organization – Managing self  <b>Self-management</b> – organization – Time management  <b>Self-management</b> – organization –</p>	<p><b>Learner Profile Attributes</b>  <b>Communicators</b> – We express ourselves confidently and creatively in more than one language and in many ways.  <b>Risk-takers</b> – We are resourceful and resilient in the face of challenges and change.</p> <p><b>Approaches to Learning Skills</b>  <b>Communication</b> – Exchanging information – Listening  <b>Communication</b> – Exchanging information – Interpreting  <b>Communication</b> – Exchanging information – Speaking  <b>Communication</b> – ICT – Informed decisions  <b>Research</b> – Information literacy – Synthesizing &amp; Interpreting  <b>Research</b> – Information literacy – Evaluating &amp; communicating</p>