

	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
	<i>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.</i>	<i>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 to global perspectives</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
Grade 0	<p>Central idea : Every day I can learn more about who I am and what I can do.</p> <p>Lines of inquiry: -myself as a part of my family -my physical characteristics -my feelings, likes and dislikes</p>	<p>Central idea: Our personal histories help us understand our world.</p> <p>Lines of inquiry: -the countries and cultures we come from -respect for others -traditional food, games, dress</p>	<p>Central idea: Nursery rhymes are a way to develop language and tell stories.</p> <p>Lines of inquiry: -the sequence of events -the role of rhymes and songs -songs and rhymes around the world</p>	<p>Central idea: Materials behave and interact in certain ways, which determine how people use them.</p> <p>Lines of inquiry: -behaviour of materials -changing properties of materials -manipulation and application of</p>	<p>Central idea: People have different jobs and share responsibilities.</p> <p>Lines of inquiry: -different kinds of jobs -the importance, duties and responsibilities of different professions</p>	<p>Central idea: Animals and people interact in different ways in different context.</p> <p>Lines of inquiry: -the different roles animals play in peoples' lives -suitability of particular animals for specific functions -our responsibility for</p>

	<p>Key concepts: form, perspective, reflection</p>	<p>Key concepts: change, reflection, perspective</p>	<p>Key concepts: form, function, perspective</p>	<p>materials to new purposes Key concepts: perspective, causation, change</p>	<p>-the person I want to be in the future Key concepts: form, responsibility, change</p>	<p>the well-being of animals Key concepts: connection, perspective, responsibility</p>
Grade 1	<p>Central idea: Making balanced choices about daily routines enables us to have a healthy lifestyle. Lines of inquiry: -daily habits and routines (hygiene, sleep, play, eating and safety) -balanced choices in eating, road mindedness, school and house chores and consequences of them - the importance of leading a healthy lifestyle Key concepts: function, causation, reflection</p>	<p>Central idea: The way we travel has changed throughout time. Lines of inquiry: -traveling around the world-exploring the continents and their main countries -means of transport have changed throughout the time -the influence of transport on the ability to travel Key concepts: form, change, causation</p>	<p>Central idea: People create art and music forms to express their feelings. Lines of inquiry: -reflecting on our feelings, types of emotions - discovering different branches of art (drama plays, music, works of art) -expressing our emotions using the branches of art Key concepts: reflection, perspective, form</p>	<p>Central idea: Different animals live, grow and change within different habitats. Lines of inquiry: * animals around us * animals change over their lifetime (life cycles) * different animals live in a different habitat Key concepts: form, change, function</p>	<p>Central idea: Communities satisfy the needs of people in a different way. Lines of inquiry: -public places and community helpers serve the needs of the community -the interaction between town and village -the features of a well-balanced community Key concepts: function, connection, responsibility</p>	<p>Central idea: Our personal choices can change the environment. Lines of inquiry: *how different materials can be reused *the way waste affects the environment *things we do in order to protect the environment Key concepts: responsibility, connection, perspective</p>

Grade 2	<p>Central idea: Choices of role models reflect the beliefs and values of individual and societies.</p> <p>Lines of inquiry: -what determines our beliefs and values -how and why role models are chosen -influence of role models on our choices and actions -disabilities of other people being an opportunity to help</p> <p>Key concepts: reflection, perspective, causation,</p>	<p>Central idea: All houses have features that make them unique.</p> <p>Lines of inquiry: -the human need for homes -our own homes (past-present-future) -how shelters are built and which materials are used -why there are different kinds of shelters</p> <p>Key concepts: form, causation, perspective</p>	<p>Central idea: No matter where we live celebrations unite people.</p> <p>Lines of inquiry: -kinds of festivals and ways of celebrations -identification with the family and its traditions -tolerance towards other cultures</p> <p>Key concepts: reflection, connection, perspective</p>	<p>Central idea: Different sources of energy can help us to make our life easier.</p> <p>Lines of inquiry: -Forms of energy - How we use energy -Energy saving -Ways of using energy in the past and present</p> <p>Key concepts: Responsibility, form function</p>	<p>Central idea: The products we use go through many different processes before they get to us.</p> <p>Lines of inquiry: -The kinds of products people make and use -Where these goods are produced. -The processes material goes through to create the final product.</p> <p>Key concepts: Connection, function, change</p>	<p>Central idea: Plants have an impact on the environment.</p> <p>Lines of inquiry: -Plants as living things -Structure of plants -The role of plants in the ecosystem -Our responsibility for plants</p> <p>Key concepts: change, connection, responsibility</p>
Grade 3	<p>Central idea: Understanding our bodies helps us make responsible health choices.</p> <p>Lines of inquiry: -The body is made up of different systems (digestive, circulatory, skeletal) that work together to create</p>	<p>Central idea: Exploration and discovery brought change to people and places.</p> <p>Lines of inquiry: - Explorations in the: past, present and future -Reasons people explore</p>	<p>Central idea: Different ways of communication inform and influence people.</p> <p>Lines of inquiry: -Ways of communication in the past, present and future - Purpose of various</p>	<p>Central idea: Earth zones impact on our climate and living things around the world.</p> <p>Lines of inquiry: -Characteristic climate on the major Earth zones -The influence on people and on the</p>	<p>Central idea: Systems need to be in place to maintain organization in communities.</p> <p>Lines of inquiry: - The concept of organization - Different systems of organization that</p>	<p>Central idea: Natural resources are essential for our existence.</p> <p>Lines of inquiry: - What natural resources exist on Earth -How natural resources came into existence - The importance of</p>

	<p>living, working humans</p> <p>-People must learn about good health to help them make positive and intelligent choices that promote healthy bodies and a fulfilling life</p> <p>-Knowing what creates a healthy lifestyle can be communicated in a variety of multimedia ways to help others also lead more positive, healthy and happy life</p> <p>Key concepts: connection, responsibility, reflection</p>	<p>-The impact of explorations and discoveries on our world today</p> <p>Key concepts: causation, change, reflection</p>	<p>types of communication</p> <p>-Communication makes life easier</p> <p>Key concepts: form, function, connection</p>	<p>shape of the land connected to the Earth zones</p> <p>- Animals' and plants' adaptation to life in different Earth zones</p> <p>Key concepts: form, connection, function</p>	<p>we belong to</p> <p>- The comparison of different systems of organizations in communities</p> <p>Key concepts: form, responsibility, connection</p>	<p>natural resources to human being</p> <p>Key concepts: form, causation, function</p>
Grade 4	<p>Central idea: Our rights and responsibilities help shape who we are and who we can become.</p> <p>Lines of inquiry: -Our rights, chores and responsibilities in a house and a classroom. -Similarities and differences between</p>	<p>Central idea: Evidence of past civilizations can be used to make connections to present- day societies.</p> <p>Lines of inquiry: -Characteristics of civilizations and societies. -Connections between past and present.</p>	<p>Central idea: People communicate using different forms of art.</p> <p>Lines of inquiry: -How people communicate through arts in different cultures, places and times. -Personal preference in appreciation of</p>	<p>Central idea: People explore the changes of the Earth and the universe to understand their impact on our lives.</p> <p>Lines of inquiry: -How the different components of the Earth are interrelated -Human responses to</p>	<p>Central idea: Economic activity have different systems.</p> <p>Lines of inquiry: -How goods are produced and distributed around the world. - How global movements affects availability of</p>	<p>Central idea: Finding peaceful solutions to conflicts leads to a better quality of human life.</p> <p>Lines of inquiry: -Causes of conflicts. -Conflict resolution, management and the consequences. -Living and working together peacefully.</p>

	<p>our families and between other cultures.</p> <p>-How the responsibilities help us to develop.</p> <p>Key concepts: change, responsibility, causation</p>	<p>-Implications for the future.</p> <p>-Processes involved in collecting, analysing and validating evidence.</p> <p>Key concepts: form, change, connection</p>	<p>arts.</p> <p>-Books as an important form of traditional art.</p> <p>Key concepts: form, perspective, change</p>	<p>the Earth's changes</p> <p>-How the moon influences our planet</p> <p>Key concepts: form, function, connection</p>	<p>goods.</p> <p>-The roles of people involved in production and distribution of food.</p> <p>-Fair Trade.</p> <p>Key concepts: function, causation, connection</p>	<p>Key concepts: perspective, causation, responsibility</p>
Grade 5	<p>Central idea: Myths and beliefs can explain our world and what it means to be human.</p> <p>Lines of inquiry:</p> <p>-Similarities and differences between belief systems (secular and faith-based)</p> <p>-How beliefs and values contribute to the formation and actions of communities</p> <p>-The impact of spiritual traditions on society today</p> <p>Key concepts: form, perspective, reflection</p>	<p>Central idea: People migrate as a response to many factors.</p> <p>Lines of inquiry:</p> <p>-Migration throughout history</p> <p>-The reasons why people migrate today</p> <p>-Effects of migration on communities, cultures and individuals</p> <p>Key concepts: change, causation, responsibility</p>	<p>Central idea: People can use words and images to send different messages to different audiences.</p> <p>Lines of inquiry:</p> <p>-How images, text and music are used to influence behaviour of target audiences</p> <p>-Critical evaluation of messages presented in the media</p> <p>-How people respond to messages and propaganda</p> <p>Key concepts: function, perspective, responsibility</p>	Exhibition unit	<p>Central idea: Wealthy and poor countries can affect each other.</p> <p>Lines of inquiry:</p> <p>-The rights and responsibilities of wealthy nations</p> <p>-What makes a wealthy nation wealthy</p> <p>-What impact can wealthy and poor nations have on each other</p> <p>Key concepts: causation, connection, reflection</p>	<p>Central idea: The balance in our ecosystems has an impact on all of us.</p> <p>Lines of inquiry:</p> <p>-How disturbing one area of an ecosystem affects other areas</p> <p>-How living and non-living things are connected</p> <p>-Our role in maintaining the balance now and in the future</p> <p>Key concepts: responsibility, perspective, reflection</p>