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|-------------------------|---|--|--|---|
| <b>PRE-KINDER</b>       | <b>Who We Are</b><br>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures</b> ; rights and responsibilities; what it means to be human. | <b>How We Express Ourselves</b><br>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; <b>our appreciation of the aesthetic.</b> | <b>How the World Works</b><br><b>An inquiry into the natural world and its laws</b> ; 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. | <b>Sharing the Planet</b><br><b>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and other living things</b> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolutions. |
|                         | <b>Unit 1</b>   | <b>Unit 2</b>  | <b>Unit 3</b>  | <b>Unit 4</b>   |
| <b>Central Idea</b>     | Exploration of ourselves helps us to understand our role in our world.  | We express ourselves in many ways that show our appreciation of the world around us.   | Exploration helps us to understand our connection to the world.  | Living things depend on each other in order to sustain life on Earth.   |
| <b>Key Concepts</b>     | <ul style="list-style-type: none"> <li>• Function</li> <li>• Perspective</li> <li>• Responsibility</li> </ul>   | <ul style="list-style-type: none"> <li>• Connection</li> <li>• Change</li> <li>• Perspective</li> </ul>  | <ul style="list-style-type: none"> <li>• Form</li> <li>• Causation</li> <li>• Function</li> </ul>  | <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Change</li> <li>• Function</li> </ul>  |
| <b>Lines of Inquiry</b> | <ul style="list-style-type: none"> <li>• Self-identity</li> <li>• The physical self and abilities</li> <li>• Relationships</li> <li>• Roles and responsibilities</li> </ul>   | <ul style="list-style-type: none"> <li>• How feelings are brought about</li> <li>• How we express our cultural beliefs and values</li> <li>• How we convey ideas through stories</li> </ul>  | <ul style="list-style-type: none"> <li>• How patterns affect our daily lives</li> <li>• Types of systems</li> <li>• Force and motion</li> </ul>  | <ul style="list-style-type: none"> <li>• How life changes over time</li> <li>• Our role in caring for and nurturing our Earth</li> <li>• The role of plants and animal life on our planet</li> </ul>  |
| <b>Learner Profile</b>  | <ul style="list-style-type: none"> <li>• Caring</li> </ul>  | <ul style="list-style-type: none"> <li>• Communicators</li> <li>• Inquirers</li> </ul>   | <ul style="list-style-type: none"> <li>• Open-Minded</li> <li>• Inquirers</li> <li>• Knowledgeable</li> </ul>  | <ul style="list-style-type: none"> <li>• Reflective</li> <li>• Balanced</li> <li>• Risk-Taker</li> </ul>  |
| <b>ATL Skills</b>       | <ul style="list-style-type: none"> <li>• Social</li> </ul>  | <ul style="list-style-type: none"> <li>• Research</li> <li>• Social</li> </ul>   | <ul style="list-style-type: none"> <li>• Research</li> <li>• Thinking</li> </ul>   | <ul style="list-style-type: none"> <li>• Self-Management</li> <li>• Research</li> <li>• Thinking</li> </ul>   |
| <b>Unit Dates</b>       | <ul style="list-style-type: none"> <li>• August 16 - October 7</li> </ul>   | <ul style="list-style-type: none"> <li>• October 12 – December 16</li> </ul>   | <ul style="list-style-type: none"> <li>• January 4 – March 10</li> </ul>   | <ul style="list-style-type: none"> <li>• March 21 – June 1</li> </ul>   |

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| <b>KINDER</b> | <b>How the World Works</b><br>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. | <b>Sharing the Planet</b><br>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; <b>peace and conflict resolutions.</b> | <b>Who We Are</b><br>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures</b> ; rights and responsibilities; what it means to be human. | <b>Where We Are in Place and Time</b><br>An inquiry into orientation in place and time; <b>personal histories</b> ; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. | <b>How We Express Ourselves</b><br>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. | <b>How We Organize Ourselves</b><br>An inquiry into the interconnectedness of human made systems and communities; the structure and function of organizations; societal decision-making; <b>economic activities and their impact on humankind and the environment.</b> |   |
|               | <b>Unit</b>  | <b>1</b>   | <b>2</b>  | <b>3</b>  | <b>4</b>  | <b>5</b>   | <b>6</b>  |
|               | <b>Central Idea</b>  | We interact with the world around us through systems, rules and relationships.   | Individuals have the responsibility to create a peaceful community.   | Relationships can influence our personal development.   | Change can bring about growth and development.  | Our values and beliefs can influence our personal expressions.   | Our needs can develop specific organization structure.  |
|               | <b>Key Concepts</b>  | <ul style="list-style-type: none"> <li>• Function</li> <li>• Connection</li> <li>• Causation</li> </ul>  | <ul style="list-style-type: none"> <li>• Change</li> <li>• Connection</li> <li>• Responsibility</li> </ul>  | <ul style="list-style-type: none"> <li>• Change</li> <li>• Perspective</li> <li>• Function</li> </ul>   | <ul style="list-style-type: none"> <li>• Form</li> <li>• Causation</li> <li>• Change</li> </ul>   | <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Connection</li> <li>• Perspective</li> </ul>  | <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Form</li> <li>• Function</li> </ul>  |
|               | <b>Lines of Inquiry</b>  | <ul style="list-style-type: none"> <li>- How different parts work to create a system</li> <li>- How rules impact interactions</li> <li>- How relationships are created</li> </ul>  | <ul style="list-style-type: none"> <li>- The changes in our planet</li> <li>- Our responsibility to resolve/solve problems</li> <li>- How the past connects to the present</li> </ul>   | <ul style="list-style-type: none"> <li>- The various forms of relationships</li> <li>- The interactions between human relationships within our community</li> <li>- How our relationships connect us to other cultures</li> </ul>   | <ul style="list-style-type: none"> <li>• The importance of change</li> <li>• The exploration of our past</li> <li>• How our goals can help build our future</li> </ul>  | <ul style="list-style-type: none"> <li>• Personal values and beliefs</li> <li>• The multiple ways we self-express</li> <li>• The understanding of other perspectives</li> </ul>  | <ul style="list-style-type: none"> <li>• The role of organizational systems</li> <li>• How the economic system supports our needs</li> <li>• The identification of wants and needs</li> </ul> |
|               | <b>Learner Profile</b>   | <ul style="list-style-type: none"> <li>• Balanced</li> <li>• Caring</li> <li>• Principled</li> </ul>   | <ul style="list-style-type: none"> <li>• Thinker</li> <li>• Inquirer</li> <li>• Reflective</li> </ul>   | <ul style="list-style-type: none"> <li>• Communicators</li> <li>• Risk-Taker</li> <li>• Reflective</li> </ul>   | <ul style="list-style-type: none"> <li>• Inquirers</li> <li>• Reflective</li> <li>• Knowledgeable</li> </ul>  | <ul style="list-style-type: none"> <li>• Risk-Taker</li> <li>• Communicator</li> <li>• Open-Minded</li> </ul>  | <ul style="list-style-type: none"> <li>• Reflective</li> <li>• Open-Minded</li> <li>• Principled</li> </ul>   |
|               | <b>ATL Skills</b>  | <ul style="list-style-type: none"> <li>• Social</li> <li>• Self-Management</li> <li>• Communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Social</li> <li>• Communication</li> <li>• Thinking</li> </ul>   | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Social</li> <li>• Research</li> </ul>   | <ul style="list-style-type: none"> <li>• Research</li> <li>• Communication</li> <li>• Self-Management</li> </ul>  | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Self-Management</li> <li>• Social</li> </ul>   | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Research</li> <li>• Thinking</li> </ul>   |
|               | <b>Unit Dates</b>  | <ul style="list-style-type: none"> <li>• August 22 – September 30</li> </ul>   | <ul style="list-style-type: none"> <li>• October 3 – November 18</li> </ul>   | <ul style="list-style-type: none"> <li>• November 28 – January 20</li> </ul>  | <ul style="list-style-type: none"> <li>• January 23 – March 10</li> </ul>   | <ul style="list-style-type: none"> <li>• March 21 – April 21</li> </ul>  | <ul style="list-style-type: none"> <li>• April 24 – May 26</li> </ul>   |

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|----------------|---|---|---|---|---|---|--|
| <b>GRADE 1</b> | <b>How We Organize Ourselves</b><br>An inquiry into the interconnectedness of human made systems and communities; <b>the structure and function of organizations</b> ; societal decision-making; economic activities and their impact on humankind and the environment. | <b>Who We Are</b><br><b>An inquiry into the nature of the self</b> ; 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. | <b>Where We Are in Place and Time</b><br>An inquiry into orientation in place and time; personal histories; <b>homes and journeys</b> ; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. | <b>Sharing the Planet</b><br><b>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and other living things</b> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolutions. | <b>How We Express Ourselves</b><br><b>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</b> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | <b>How the World Works</b><br>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; <b>the impact of scientific and technological advances on society and on the environment.</b> |  |
|                | <b>Unit</b>   | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  | <b>5</b>  | <b>6</b>   |
|                | <b>Central Idea</b>   | Systems provide structure and create order.   | People work together to make decisions.   | Locations can explain patterns and values.  | Balance leads to informed choices.  | Interdependence determines relationships.   | Observable changes can shape actions and outcomes in a given system.   |
|                | <b>Key Concepts</b>   | <ul style="list-style-type: none"> <li>• Function</li> <li>• Causation</li> <li>• Form</li> </ul>   | <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Connection</li> <li>• Causation</li> </ul>   | <ul style="list-style-type: none"> <li>• Change</li> <li>• Perspective</li> <li>• Form</li> </ul>   | <ul style="list-style-type: none"> <li>• Perspective</li> <li>• Function</li> </ul>   | <ul style="list-style-type: none"> <li>• Causation</li> <li>• Connection</li> <li>• Perspective</li> </ul>  | <ul style="list-style-type: none"> <li>• Function</li> <li>• Connection</li> <li>• Change</li> </ul>   |
|                | <b>Lines of Inquiry</b>   | <ul style="list-style-type: none"> <li>• The purpose of rules and laws</li> <li>• The representation of structures</li> <li>• Organization as a tool for order</li> </ul>   | <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Citizenship</li> <li>• Decision making</li> </ul>  | <ul style="list-style-type: none"> <li>• Geographical influence</li> <li>• The importance location</li> <li>• Types of communities</li> </ul>   | <ul style="list-style-type: none"> <li>• The cycle of living things</li> <li>• The cycle of responsibilities</li> <li>• The cycle of resources</li> </ul>   | <ul style="list-style-type: none"> <li>• Understanding interdependence</li> <li>• Actions and expression</li> <li>• Our family cultures and traditions</li> </ul>   | <ul style="list-style-type: none"> <li>• Changes in technology</li> <li>• A variety of patterns</li> <li>• Why and how progression occurs</li> </ul> |
|                | <b>Learner Profile</b>  | <ul style="list-style-type: none"> <li>• Open-Minded</li> <li>• Risk-Takers</li> </ul>  | <ul style="list-style-type: none"> <li>• Communicators</li> <li>• Principled</li> </ul>   | <ul style="list-style-type: none"> <li>• Risk-Taker</li> </ul>  | <ul style="list-style-type: none"> <li>• Balanced</li> <li>• Thinkers</li> </ul>  | <ul style="list-style-type: none"> <li>• Thinkers</li> </ul>  | <ul style="list-style-type: none"> <li>• Inquirers</li> <li>• Thinkers</li> </ul>  |
|                | <b>ATL Skills</b>   | <ul style="list-style-type: none"> <li>• Social</li> <li>• Communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Social</li> </ul>   | <ul style="list-style-type: none"> <li>• Research</li> </ul>  | <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Research</li> </ul>  | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Research</li> </ul>   | <ul style="list-style-type: none"> <li>• Research</li> <li>• Communication</li> </ul>  |
|                | <b>Unit Dates</b>   | <ul style="list-style-type: none"> <li>• August 16-June 1</li> </ul>  | <ul style="list-style-type: none"> <li>• August 29-October 7</li> </ul>   | <ul style="list-style-type: none"> <li>• October 12-December 16</li> </ul>  | <ul style="list-style-type: none"> <li>• January 4-March 3</li> </ul>   | <ul style="list-style-type: none"> <li>• March 6-April 21</li> </ul>  | <ul style="list-style-type: none"> <li>• April 24-June 1</li> </ul>  |

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| <b>GRADE 2</b> | <b>Who We Are</b><br>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; <b>what it means to be human.</b> | <b>How We Express Ourselves</b><br>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity;</b> our appreciation of the aesthetic. | <b>How We Organize Ourselves</b><br>An inquiry into the interconnectedness of human made systems and communities; the structure and function of organizations; <b>societal decision-making;</b> economic activities and their impact on humankind and the environment. | <b>Sharing the Planet</b><br>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and other living things; <b>communities and the relationships within and between them;</b> access to equal opportunities; peace and conflict resolutions. | <b>How the World Works</b><br>An inquiry into the natural world and its laws; <b>the interaction between the natural world (physical and biological) and human societies;</b> how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. | <b>Where We Are in Place and Time</b><br>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <b>relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</b> |  |
|                | <b>Unit</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>5</b>   | <b>6</b>   |
|                | <b>Central Idea</b>  | Our choices help us establish relationships.   | Human creativity helps us share our cultural backgrounds.  | Personal perspectives persuade societal decisions.   | Relationships alter communities.  | Living things adapt based on available resources.  | Relationships between interconnected communities change over time.   |
|                | <b>Key Concepts</b>  | <ul style="list-style-type: none"> <li>• Function</li> <li>• Causation</li> <li>• Form</li> </ul>  | <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Change</li> <li>• Function</li> </ul>   | <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Causation</li> </ul>  | <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Function</li> <li>• Change</li> </ul>  | <ul style="list-style-type: none"> <li>• Causation</li> <li>• Connection</li> <li>• Perspective</li> </ul>   | <ul style="list-style-type: none"> <li>• Perspective</li> <li>• Connection</li> <li>• Change</li> </ul>  |
|                | <b>Lines of Inquiry</b>  | <ul style="list-style-type: none"> <li>- How rules, procedures and safety help in many ways</li> <li>-Ways we organize ourselves in a learning environment</li> <li>-How interdependence makes our world work</li> </ul>                                       | <ul style="list-style-type: none"> <li>- How people communicate their feelings and emotions</li> <li>- How people are connected</li> <li>- How people reflect on their experiences</li> </ul>  | <ul style="list-style-type: none"> <li>- How perspectives change society</li> <li>- How a community makes a decision</li> <li>- The persuasion of elected officials</li> </ul>   | <ul style="list-style-type: none"> <li>- The different types of producers and consumers</li> <li>- How producers and consumers support each other</li> <li>- Producers and consumers effects on the community</li> </ul>  | <ul style="list-style-type: none"> <li>- How the environment affects growth</li> <li>- How the natural world supports human societies</li> <li>- How humans' actions have changed the world</li> </ul>   | <ul style="list-style-type: none"> <li>- How resources change over time</li> <li>- How the environment influences resources</li> <li>- How change leads to new opportunities in society</li> </ul> |
|                | <b>Learner Profile</b>   | <ul style="list-style-type: none"> <li>• Caring</li> <li>• Principled</li> </ul>   | <ul style="list-style-type: none"> <li>• Open-Minded</li> <li>• Principled</li> </ul>  | <ul style="list-style-type: none"> <li>• Risk-Taker</li> <li>• Communicators</li> </ul>  | <ul style="list-style-type: none"> <li>• Balanced</li> <li>• Caring</li> </ul>  | <ul style="list-style-type: none"> <li>• Caring</li> <li>• Principled</li> </ul>   | <ul style="list-style-type: none"> <li>• Thinkers</li> <li>• Risk-Taker</li> </ul>   |
|                | <b>ATL Skills</b>  | <ul style="list-style-type: none"> <li>• Social</li> </ul>   | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Thinking</li> </ul>  | <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Social</li> </ul>   | <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Thinking</li> </ul>  | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Thinking</li> </ul>  |
|                | <b>Unit Dates</b>  | <ul style="list-style-type: none"> <li>• August 22 – September 23</li> </ul>   | <ul style="list-style-type: none"> <li>• September 26 – November 4</li> </ul>  | <ul style="list-style-type: none"> <li>• November 7 – December 16</li> </ul>   | <ul style="list-style-type: none"> <li>• January 4 – February 24</li> </ul>   | <ul style="list-style-type: none"> <li>• February 27 – April 14</li> </ul>   | <ul style="list-style-type: none"> <li>• April 17 – May 26</li> </ul>  |

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| <b>GRADE 3</b> | <b>How We Organize Ourselves</b><br>An inquiry into the interconnectedness of human made systems and communities; the structure and function of organizations; <b>societal decision-making</b> ; economic activities and their impact on humankind and the environment. | <b>Where We Are in Place and Time</b><br>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <b>relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</b> | <b>How the World Works</b><br>An inquiry into the natural world and its laws; <b>the interaction between the natural world (physical and biological) and human societies</b> ; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. | <b>Who We Are</b><br>An inquiry into the nature of the self; beliefs and values; <b>personal, physical, mental, social and spiritual health</b> ; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. | <b>Sharing the Planet</b><br>An inquiry into the <b>rights and responsibilities in the struggle to share finite resources with other people and other living things</b> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolutions. | <b>How We Express Ourselves</b><br>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; <b>our appreciation of the aesthetic.</b> |  |
|                | <b>Unit</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>  | <b>5</b>   | <b>6</b>   |
|                | <b>Central Idea</b>   | Values and responsibilities alter communities.   | Modifications promote change in society.   | Technological advancements impact the environment and society.  | Interconnected systems in the world influence individuals.  | Living things are responsible for their choices & the outcomes these choices cause.  | Living organisms use different forms of expression to convey their uniqueness.   |
|                | <b>Key Concepts</b>   | <ul style="list-style-type: none"> <li>• Connection</li> <li>• Causation</li> <li>• Form</li> </ul>  | <ul style="list-style-type: none"> <li>• Change</li> <li>• Causation</li> <li>• Perspective</li> </ul>   | <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Connections</li> <li>• Perspective</li> </ul>  | <ul style="list-style-type: none"> <li>• Function</li> <li>• Perspective</li> <li>• Connection</li> </ul>   | <ul style="list-style-type: none"> <li>• Causation</li> <li>• Connection</li> <li>• Responsibility</li> </ul>  | <ul style="list-style-type: none"> <li>• Form</li> <li>• Connection</li> <li>• Change</li> </ul>   |
|                | <b>Lines of Inquiry</b>   | <ul style="list-style-type: none"> <li>• The structure and function in communities</li> <li>• How structures are connected</li> <li>• The causation of events</li> </ul>   | <ul style="list-style-type: none"> <li>• Various types of modifications and adaptations</li> <li>• The process of transformation</li> <li>• The causes and effects of change</li> </ul>  | <ul style="list-style-type: none"> <li>• Continuous change</li> <li>• Technological advancements</li> <li>• The effects of human choices</li> </ul>   | <ul style="list-style-type: none"> <li>• Human well-being</li> <li>• The systems within our community that help our well-being</li> <li>• The different perspectives that lead to different outcomes</li> </ul>   | <ul style="list-style-type: none"> <li>• Environmental scarcity</li> <li>• How scarcity affects supply and demand</li> <li>• The responsibilities of living things within their environment</li> </ul>   | <ul style="list-style-type: none"> <li>• The forms of expression</li> <li>• The connection of feelings and expression</li> <li>• The appreciation of expression</li> </ul> |
|                | <b>Learner Profile</b>  | <ul style="list-style-type: none"> <li>• Communicators</li> <li>• Risk-Takers</li> <li>• Open-Minded</li> </ul>  | <ul style="list-style-type: none"> <li>• Inquirers</li> <li>• Communicators</li> <li>• Reflective</li> </ul>   | <ul style="list-style-type: none"> <li>• Thinkers</li> <li>• Open-Minded</li> <li>• Principled</li> </ul>   | <ul style="list-style-type: none"> <li>• Balanced</li> <li>• Knowledgeable</li> <li>• Communicator</li> </ul>   | <ul style="list-style-type: none"> <li>• Thinkers</li> <li>• Principled</li> <li>• Caring</li> </ul>   | <ul style="list-style-type: none"> <li>• Open-Minded</li> <li>• Communicators</li> <li>• Risk-Takers</li> </ul>  |
|                | <b>ATL Skills</b>   | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Social</li> </ul>  | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Thinking</li> <li>• Research</li> </ul>  | <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Communication</li> <li>• Self-Management</li> </ul>  | <ul style="list-style-type: none"> <li>• Research</li> <li>• Social</li> <li>• Self-Management</li> </ul>   | <ul style="list-style-type: none"> <li>• Research</li> <li>• Thinking</li> <li>• Self-Management</li> </ul>  | <ul style="list-style-type: none"> <li>• Social</li> <li>• Thinking</li> <li>• Research</li> </ul>   |
|                | <b>Unit Dates</b>   | <ul style="list-style-type: none"> <li>• August 29 – September 30</li> </ul>   | <ul style="list-style-type: none"> <li>• October 3 – November 4</li> </ul>   | <ul style="list-style-type: none"> <li>• November 7 – December 16</li> </ul>  | <ul style="list-style-type: none"> <li>• January 4 – February 17</li> </ul>   | <ul style="list-style-type: none"> <li>• February 21 – March 31</li> </ul>   | <ul style="list-style-type: none"> <li>• April 3 – May 26</li> </ul>   |

|                |   |  |   |   |  |   |  |
|----------------|---|--|---|---|--|---|--|
| <b>GRADE 4</b> | <b>Who We Are</b><br>An inquiry into the nature of the self; <b>beliefs and values</b> ; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. | <b>Sharing the Planet</b><br>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; <b>access to equal opportunities</b> ; peace and conflict resolutions | <b>How We Organize Ourselves</b><br><b>An inquiry into the interconnectedness of human made systems and communities</b> ; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. | <b>Where We Are in Place and Time</b><br><b>An inquiry into orientation in place and time</b> ; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. | <b>How the World Works</b><br><b>An inquiry into the natural world and its laws</b> ; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles</b> ; the impact of scientific and technological advances on society and on the environment. | <b>How We Express Ourselves</b><br><b>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</b> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. |  |
|                | <b>Unit</b>   | <b>1</b>   | <b>2</b>  | <b>3</b>  | <b>4</b>   | <b>5</b>  | <b>6</b>   |
|                | <b>Central Idea</b>   | Communities form when different perspectives have value.   | Experiences shape our actions and development.  | Responsibilities in leadership require informed choices.  | Discerning patterns provides the foundation for innovation.  | Balance can be achieved by interactions between interconnected systems.   | Identities are adapted by consistent inquiry.  |
|                | <b>Key Concepts</b>   | <ul style="list-style-type: none"> <li>• Connection</li> <li>• Function</li> <li>• Perspective</li> </ul>  | <ul style="list-style-type: none"> <li>• Change</li> <li>• Causation</li> <li>• Form</li> </ul>   | <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Function</li> </ul>  | <ul style="list-style-type: none"> <li>• Connection</li> <li>• Causation</li> <li>• Change</li> </ul>  | <ul style="list-style-type: none"> <li>• Connection</li> <li>• Change</li> <li>• Function</li> </ul>  | <ul style="list-style-type: none"> <li>• Perspective</li> <li>• Responsibility</li> </ul>  |
|                | <b>Lines of Inquiry</b>   | <ul style="list-style-type: none"> <li>• Types of values</li> <li>• Traits that form identity</li> <li>• How purpose drives inquiry to establish identity</li> </ul>   | <ul style="list-style-type: none"> <li>• The impact of different resources</li> <li>• Motivation for choices</li> <li>• The importance of sequence</li> </ul>   | <ul style="list-style-type: none"> <li>-The role of individual entities on influencing an organization</li> <li>-How leadership affects communities</li> <li>-The role of information in directing decision-making</li> </ul>   | <ul style="list-style-type: none"> <li>• How knowledge is assembled</li> <li>• Interactions with patterns</li> <li>• How structures generate ideas</li> </ul>  | <ul style="list-style-type: none"> <li>• The motion/flow of change</li> <li>• The benefits of equilibrium</li> <li>• The outcomes of production and consumption</li> </ul>  | <ul style="list-style-type: none"> <li>• Creative expressions that reinforce identity</li> <li>• How one adjusts to a changing environment</li> <li>• The ways people discover and express ideas, beliefs, and values</li> </ul> |
|                | <b>Learner Profile</b>  | <ul style="list-style-type: none"> <li>• Principled</li> <li>• Caring</li> <li>• Open-Minded</li> </ul>  | <ul style="list-style-type: none"> <li>• Inquirer</li> <li>• Reflective</li> </ul>  | <ul style="list-style-type: none"> <li>• Reflective</li> <li>• Communicators</li> <li>• Principled</li> </ul>   | <ul style="list-style-type: none"> <li>• Reflective</li> <li>• Thinkers</li> </ul>   | <ul style="list-style-type: none"> <li>• Communicator</li> <li>• Balanced</li> </ul>  | <ul style="list-style-type: none"> <li>• Communicators</li> <li>• Risk-Takers</li> </ul>   |
|                | <b>ATL Skills</b>   | <ul style="list-style-type: none"> <li>• Self-Management</li> <li>• Social</li> </ul>  | <ul style="list-style-type: none"> <li>• Research</li> <li>• Self-Management</li> </ul>   | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Research</li> </ul>   | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Self-Management</li> </ul>   | <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Self-Management</li> </ul>   | <ul style="list-style-type: none"> <li>• Social</li> <li>• Communication</li> </ul>  |
|                | <b>Unit Dates</b>   | <ul style="list-style-type: none"> <li>• August 22 – September 30</li> </ul>   | <ul style="list-style-type: none"> <li>• October 3 – November 18</li> </ul>   | <ul style="list-style-type: none"> <li>• November 28 – January 20</li> </ul>  | <ul style="list-style-type: none"> <li>• January 23 – March 10</li> </ul>  | <ul style="list-style-type: none"> <li>• March 21 – April 27</li> </ul>   | <ul style="list-style-type: none"> <li>• May 1 – June 1</li> </ul>   |

| GRADE 5                 | <b>Where We Are in Place and Time</b><br>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. | <b>How We Organize Ourselves</b><br>An inquiry into the interconnectedness of human made systems and communities; <b>the structure and function of organizations</b> ; societal decision-making; economic activities and their impact on humankind and the environment. | <b>Who We Are</b><br>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; <b>rights and responsibilities</b> ; what it means to be human. | <b>How the World Works</b><br>An inquiry into the <b>natural world and its laws</b> ; 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. | <b>Sharing the Planet</b><br>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and other living things; <b>communities and the relationships within and between them</b> ; access to equal opportunities; peace and conflict resolutions. | <b>How We Express Ourselves</b><br>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic. |
|-------------------------|---|---|---|--|---|---|
|                         | Unit  | 1   | 2   | 3  | 4   | 5   |
| <b>Central Idea</b>     | Explorations drives change.   | Knowledge has the power to transform.   | Respecting values and our environment help create an inclusive society.   | Relationships often form to meet the needs of communities.   | Organisms often adapt to changing environments.   | Creativity is essential to our humanity.  |
| <b>Key Concepts</b>     | <ul style="list-style-type: none"> <li>Perspective</li> <li>Causation</li> <li>Change</li> </ul>  | <ul style="list-style-type: none"> <li>Form</li> <li>Causation</li> </ul>   | <ul style="list-style-type: none"> <li>Responsibility</li> <li>Function</li> <li>Connection</li> </ul>  | <ul style="list-style-type: none"> <li>Function</li> <li>Causation</li> </ul>  | <ul style="list-style-type: none"> <li>Responsibility</li> <li>Change</li> <li>Connection</li> </ul>  | <ul style="list-style-type: none"> <li>Reflection</li> <li>Form</li> </ul>  |
| <b>Lines of Inquiry</b> | <ul style="list-style-type: none"> <li>The nature of exploration</li> <li>The reasons for exploration</li> <li>The ways that exploration brings change</li> </ul>   | <ul style="list-style-type: none"> <li>The transfer of power</li> <li>Organized structure</li> <li>The results of relationships</li> </ul>  | <ul style="list-style-type: none"> <li>The importance of valuing the environment</li> <li>The responsibilities of a global citizen</li> <li>The ways to create an inclusive society</li> </ul>  | <ul style="list-style-type: none"> <li>Causation of social strife</li> <li>The function of systems</li> <li>Symbiotic relationships</li> </ul>   | <ul style="list-style-type: none"> <li>Changing environments</li> <li>The benefits of adaptations</li> <li>Human impact on communities</li> </ul>   | <ul style="list-style-type: none"> <li>How creativity helps you become a better problem solver</li> <li>Using creativity to showcase our individualism</li> <li>How curiosity leads to innovative ideas</li> </ul>  |
| <b>Learner Profile</b>  | <ul style="list-style-type: none"> <li>Reflective</li> <li>Thinkers</li> <li>Open-Minded</li> </ul>   | <ul style="list-style-type: none"> <li>Communicator</li> <li>Risk-Taker</li> </ul>  | <ul style="list-style-type: none"> <li>Principled</li> <li>Communicator</li> <li>Reflective</li> </ul>  | <ul style="list-style-type: none"> <li>Thinkers</li> <li>Inquirer</li> </ul>   | <ul style="list-style-type: none"> <li>Principled</li> <li>Caring</li> <li>Reflective</li> </ul>  | <ul style="list-style-type: none"> <li>Inquirers</li> <li>Balanced</li> </ul>   |
| <b>ATL Skills</b>       | <ul style="list-style-type: none"> <li>Communication</li> <li>Thinking</li> </ul>   | <ul style="list-style-type: none"> <li>Communication</li> <li>Self-management</li> </ul>  | <ul style="list-style-type: none"> <li>Social</li> <li>Research</li> </ul>  | <ul style="list-style-type: none"> <li>Thinking</li> <li>Communication</li> <li>Social</li> </ul>  | <ul style="list-style-type: none"> <li>Thinking</li> <li>Communication</li> <li>Social</li> </ul>   | <ul style="list-style-type: none"> <li>Thinking</li> </ul>  |
| <b>Unit Dates</b>       | <ul style="list-style-type: none"> <li>August 29 – October 7</li> </ul>   | <ul style="list-style-type: none"> <li>October 12 – November 18</li> </ul>  | <ul style="list-style-type: none"> <li>November 28 – January 20</li> </ul>  | <ul style="list-style-type: none"> <li>January 23 – March 10</li> </ul>  | <ul style="list-style-type: none"> <li>March 21 – April 27</li> </ul>   | <ul style="list-style-type: none"> <li>May 1 – June 1</li> </ul>  |

Huppertz Elementary Programme of Inquiry (POI) was collaboratively developed. The POI is always under revision as we reflect on and adjust our units to best meet the needs of our scholars.