

School of the Nations

Programme of Inquiry - 2024/2025

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Revised: Tatiana Mesquita (PYPC), Ludmila Freitas (ECE Principal), and Nicolas Kay (ELE Principal)



School of the Nations
Escola das Nações

Nursery 2

Nursery 2 and 3 choose 4 units, and must include a unit from the Transdisciplinary Themes, *Who we are* and *How we express ourselves*.

1	2	3	4
10 weeks	8 weeks	8 weeks	10 weeks + year long
<p><u>Who we are</u> An inquiry into the nature of the self; beliefs and values; of personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>	<p><u>How we express ourselves</u> 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.</p>	<p><u>How the world works</u> 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.</p>	<p><u>Where we are in place and time</u> An inquiry into orientation in place and time; personal histories; homes and journeys; of the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>
<p>Central Idea: People are different and have qualities that make them unique.</p>	<p>Central Idea: People can express their ideas, feelings and emotions in a variety of ways.</p>	<p>Central Idea: People and living things interact with our environment.</p>	<p>Central Idea: Building cultural bonds.</p>
<p>Key Concepts:</p> <ol style="list-style-type: none"> Perspective Change Form 	<p>Key Concepts:</p> <ol style="list-style-type: none"> Function Connection Responsibility 	<p>Key Concepts:</p> <ol style="list-style-type: none"> Change Causation Perspective 	<p>Key Concepts:</p> <ol style="list-style-type: none"> Form Function Perspective Connection
<p>Related concepts:</p> <ol style="list-style-type: none"> Similarities Differences Adaptation 	<p>Related concepts:</p> <ol style="list-style-type: none"> Self- Expression Behavior Relationships Communication 	<p>Related concepts:</p> <ol style="list-style-type: none"> Cycles Sequences Transformation subjectivity 	<p>Related concepts:</p> <ol style="list-style-type: none"> Transformation Citizenship Values Beliefs

<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. How we look - physical characteristics (Form) 2. Growth, transformation and sequence (Change) 3. My emotions, likes and preferences (Perspective) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. How to appropriately express our feelings. (function) 2. How expressing myself can affect others. (connection) 3. How people talk to each other can change how others feel or think. (responsibility) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. What we do changes the world and how we interact with others. (causation and perspective) 2. Interactions between living things and the environment. (change) 3. Characteristics and needs of animals. (change) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. People develop an understanding of the culture of others. (function) 2. Different cultures have things in common. (connection and perspective) 3. Where we are globally. (form)
<p>IB Learner Profile: Inquirers, Reflective, Balanced</p>	<p>Learner Profile: Open-minded, communicator, reflective, thinker.</p>	<p>Learner Profile: Reflective, thinker, balanced, inquirers, principled.</p>	<p>Learner Profile: Open-minded, Inquirers, Caring, thinker.</p>

Nursery 3

Nursery 2 and 3 choose 4 units, and must include a unit from the Transdisciplinary Themes, *Who we are* and *How we express ourselves*.

1	2	3	4
10 weeks	8 weeks	8 weeks	10 weeks + year long
<u>Who we are</u> <i>An inquiry into the nature of the self; beliefs and values; of 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>	<u>How we express ourselves</u> <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>	<u>How the world works</u> <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>	<u>Where we are in place and time</u> <i>An inquiry into orientation in place and time; personal histories; homes and journeys; of the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>
Central Idea: Our characteristics, abilities and interests make us unique	Central Idea: People discover and express themselves in various ways	Central Idea: The way things work has an impact on living things	Central Idea: Responsible citizenship nurtures cultural connections
Key Concepts: 1. Form 2. Change 3. Perspective	Key Concepts: 1. Perspective 2. Responsibility 3. Function	Key Concepts: 1. Causation 2. Change 3. Form	Key Concepts: 1. Responsibility 2. Connection 3. Function
Related concepts: Similarities, differences, adaptation and subjectivity	Related concepts: Communication, values, opinion, behavior	Related concepts: Consequences, sequence, transformation, structure	1. Related concepts: 2. Citizenship, relationship, communication, role
Lines of inquiry: 1. Our physical characteristics (form) 2. My feelings, likes and dislikes (perspective) 3. Personal growth and change (change)	Lines of inquiry: 1. People can learn from others who are different from them (perspective) 2. How people behave and communicate in different situations (responsibility and function) 3. The way people communicate can influence and impact others (responsibility and function)	Lines of inquiry: 1. Our actions affect the world around us and the people we interact with (causation) 2. How things change over time (change) 3. Different frameworks help us understand how things are created (form)	Lines of inquiry: 1. How people take care of the world around them (responsibility) 2. How different cultures connect with each other (connection) 3. Appreciation of important places within communities (function)
IB Learner Profile: Inquirers, balanced, reflective	Learner Profile: Communicators, caring, reflective, principled	Learner Profile: Inquirers, knowledgeable, open-minded, thinkers	Learner Profile: Open-minded, caring, inquirers

Pre-K

Pre-K chooses 4 units, and must include a unit from the Transdisciplinary Themes, **Who we are** and **How we express ourselves**.

1	2	3	4
10 weeks	8 weeks	8 weeks	10 weeks + year long
<u>Who we are</u> <i>An inquiry into the nature of the self; beliefs and values; of 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>	<u>How we express ourselves</u> <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>	<u>How the world works</u> <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>	<u>Where we are in place and time</u> <i>An inquiry into orientation in place and time; personal histories; homes and journeys; of the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>
Central Idea: I can recognize that I am an essential part of a community.	Central Idea: I can showcase my uniqueness by expressing myself in various ways.	Central Idea: I can utilize my senses to perceive, comprehend, and interact with the environment around me.	Central Idea: I can explore how different places and time have influenced changes in homes, communities, and civilizations, understanding the factors behind these transformations.
Key Concepts: Responsibility Form	Key Concepts: Perspective Connection	Key Concepts: Causation Perspective Function	Key Concepts: Function Change
Related concepts: Interdependence, friendship, and family	Related concepts: Communication and self-expression	Related concepts: Exploration, senses and safety	Related concepts: Discovery, journeys and connections.
Lines of inquiry: 1. The important people in our lives (Form) 2. Our responsibilities towards supporting our friends and family (Responsibility) 3. Community helpers have different roles (Form and Responsibility)	Lines of inquiry: 1. The different ways people communicate ideas, experiences and feelings (Connection) 2. Good manners in communication (Perspective) 3. The way people communicate can influence and impact others. (Connection/Perspective)	Lines of inquiry: 1. How we use our senses to explore our surroundings (perspective) 2. How our senses keep us safe (causation) 3. Living without one or more of the senses (perspective)	Lines of inquiry: 1. Architecture shapes communities over time and places. (change) 2. Factors driving historical human migrations. (function) 3. Personal stories in historical contexts. (change and function)
IB Learner Profile: Caring and principled	Learner Profile: Communicator, balanced, thinker	Learner Profile: Reflective, open-minded, risk-taker	Learner Profile: Reflective and risk-taker

Kindergarten

*Kinder chooses 4 units, and must include a unit from the Transdisciplinary Themes, **Who we are** and **How we express ourselves**.*

1	2	3	4
10 weeks	8 weeks	8 weeks	10 weeks + year long
<u>Who we are</u> <i>An inquiry into the nature of the self; beliefs and values; of 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>	<u>How we express ourselves</u> <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>	<u>How the world works</u> <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>	<u>Where we are in place and time</u> <i>An inquiry into orientation in place and time; personal histories; homes and journeys; of the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>
Central Idea: Communities require collaboration for the benefit of all members.	Central Idea: People express opinion, ideas and feelings in different ways.	Central Idea: Knowledge and materials can be used to serve a range of purposes.	Central Idea: I am part of a community and I have a role in it.
Key Concepts: Form Perspective Responsibility	Key Concepts: Connection Perspective Function	Key Concepts: Causation Form Function	Key Concepts: Responsibility Perspective Connection
Related concepts: Choice, Consequence, Pattern, Similarities, Differences	Related concepts: Communication, Role, Predictions, Relationships, Opinion	Related concepts: Pattern, Impact, Structure, Properties, Systems, Communication	Related concepts: Rights, Values, Opinion, Relationship, Interdependence
Lines of inquiry: 1. Patterns in the weather and behavior. (Form) 2. Observe your own feelings and how they might affect others. (Perspective) 3. I am responsible for my feelings and actions. (Responsibility)	Lines of inquiry: 1. The use of different ways to create, represent, communicate, and share conceptual ideas and emotions. (Connection) 2. We can learn from others. (Perspective) 3. How and why stories are created and shared. (Function)	Lines of inquiry: 1. Humans create things for different purposes. (Causation) 2. How materials can influence something's purpose and use. (Form) 3. Through writing I can express opinions and inform others about my knowledge and discoveries. (Function)	Lines of inquiry: 1. I am responsible for my community. (Responsibility) 2. We might have different opinions but they are all valuable. (Perspective) 3. Humans and animals have a role in their environments. (Connection)
IB Learner Profile: Caring, Principled, Balanced.	Learner Profile: Thinkers, Communicators, Reflective	Learner Profile: Risk-takers, Inquiries, Thinkers	Learner Profile: Caring, Principled, Open-minded

Grade 1

1	2	3	4	5	6
6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
<p style="text-align: center;"><u>Who we are</u></p> <p><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></p>	<p style="text-align: center;"><u>How we express ourselves</u></p> <p><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></p>	<p style="text-align: center;"><u>How we organize ourselves</u></p> <p><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></p>	<p style="text-align: center;"><u>How the world works</u></p> <p><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></p>	<p style="text-align: center;"><u>Where we are in place and time</u></p> <p><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 and global perspectives.</i></p>	<p style="text-align: center;"><u>Sharing the planet</u></p> <p><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></p>
<p>Central Idea: I am a key part of my community.</p>	<p>Central Idea: Storytelling is an art that can be told in many different forms.</p>	<p>Central Idea: Ways we can work together to make our community better.</p>	<p>Central Idea: Objects in the world can be influenced by nature.</p>	<p>Central Idea: Things can change and look different based on where and when they are.</p>	<p>Central Idea: Human actions can have an impact on the world.</p>
<p>Key Concepts: Responsibility Connection</p>	<p>Key Concepts: Perspective Form</p>	<p>Key Concepts: Connection Causation</p>	<p>Key Concepts: Form Function</p>	<p>Key Concepts: Change Perspective</p>	<p>Key Concepts: Change Responsibility</p>
<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Relationships 2. Interdependence 3. Rights 4. Citizenship 5. Values 	<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Subjectivity 2. Truth 3. Prejudice 4. Similarities 5. Differences 	<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Systems 2. Relationships 3. Interdependence 4. Consequences 5. Impact 	<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Structure 2. Similarities 3. Differences 4. Pattern 5. Communication 	<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Growth 2. Systems 3. Beliefs 4. Opinion 	<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Adaptation 2. Growth 3. Transformation 4. Citizenship 5. Justice 6. Initiative
<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Diversity strengthens our community bonds (connection) 2. Actions have consequences (responsibility) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Communication through stories. (form) 2. Our own thoughts and feelings shape the stories we tell and listen to. (perspective) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Different jobs in a community (connection) 2. How rules and decisions help our community run (causation) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. How we can learn from nature to make better things for people and the planet (Function) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Understand that the location of a country on earth makes it have specific characteristics. (perspective) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. How living things respond to changes within their environment (change) 2. Our responsibilities when interacting with

			2. How plants and animals inspire the shape and jobs of things (Form)	2. The movement of the earth affects the changes in weather and seasons. (Change)	natural habitats (Responsibility)
IB Learner Profile: Knowledgeable, Communicators, Principled, Caring	Learner Profile: Open-minded, risk-taker, communicator	Learner Profile: principled, reflective, balanced	Learner Profile: inquirer, knowledgeable, thinker, risk-taker	Learner Profile: communicator, reflective, inquirers	Learner Profile: inquirer, thinker, caring, reflective

Grade 2

1	2	3	4	5	6
6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
<p style="text-align: center;"><u>Who we are</u></p> <p><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; and what it means to be human.</i></p>	<p style="text-align: center;"><u>How we express ourselves</u></p> <p><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></p>	<p style="text-align: center;"><u>How the world works</u></p> <p><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></p>	<p style="text-align: center;"><u>Sharing the planet</u></p> <p><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></p>	<p style="text-align: center;"><u>Where we are in place and time</u></p> <p><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 and global perspectives.</i></p>	<p style="text-align: center;"><u>How we organize ourselves</u></p> <p><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></p>
<p>Central Idea: How a person thinks and feels about themselves shapes who they are.</p>	<p>Central Idea: Working collaboratively helps people communicate ideas to create agreements and solve problems.</p>	<p>Central Idea: Exploring how testing and engineering help solve problems in our world.</p>	<p>Central Idea: Our actions have the potential to significantly impact our planet.</p>	<p>Central Idea: Discovering how we are all connected around the world.</p>	<p>Central Idea: How everyone's different ideas help us work together to create a community.</p>
<p>Key Concepts: Causation Perspective Form</p>	<p>Key Concepts: Function Connection Responsibility</p>	<p>Key Concepts: Causation Connection Change</p>	<p>Key Concepts: Responsibility Causation Change</p>	<p>Key Concepts: Form Connection Change</p>	<p>Key Concepts: Function Perspective Responsibility</p>
<p>Related concepts: Interaction, Identity, Relationships</p>	<p>Related concepts: Communication, design, self-regulation</p>	<p>Related concepts: Impact, Patterns, Cycle, Transformation, Relationships</p>	<p>Related concepts: Habitat, Adaptation, Needs, Threats, Extinction, Responsibility, Sustainability, Global-mindedness, Internationalism, Impact, Diversity</p>	<p>Related concepts: Relationships, Justice, Opinion, Global-mindedness, Internationalism, Rights, Citizenship, needs, wants</p>	<p>Related concepts: Cooperation, Teamwork, Roles, Communication, Relationships, Connectedness, Internationalism</p>
<p>Lines of inquiry: 1. Factors that influence self-identity. (causation) 2. How a growth mindset develops a learner. (form)</p>	<p>Lines of inquiry: 1. Responsibilities as a member of a collaborative community. (responsibility)</p>	<p>Lines of inquiry: 1. Simple testing helps us understand how things work and find solutions. (causation)</p>	<p>Lines of inquiry: 1. Exploring Rights, Responsibilities, and Sustainability. (responsibility)</p>	<p>Lines of inquiry: 1. The needs, wants, and rights of children. (form) 2. How different cultures enrich our community. (connection)</p>	<p>Lines of inquiry: 1. How good listeners and communicators help shape a community. (function) 2. Understanding and appreciating the ideas and</p>

<p>3. Different physical and emotional ways to express. (perspective)</p>	<p>2. How respectful communication builds community. (connection) 3. Using a process to answer questions and solve problems. (function)</p>	<p>2. Engineering is used to make changes and solve problems, offering multiple solutions. (connection) 3. Designs, such as sketches or models, communicate ideas and contribute to problem-solving. (change)</p>	<p>2. Ways to change trash into treasure. (change) 3. How human action impacts our planet. (causation)</p>	<p>3. How our land, culture, and the world around us have transformed over the years. (change)</p>	<p>opinions of others. (perspective) 3. How people communicate positively with one another. (responsibility)</p>
<p>IB Learner Profile: Caring, open-minded, balanced and reflective.</p>	<p>Learner Profile: Communicators, principled, risk taker, open-minded</p>	<p>Learner Profile: Inquirer, Thinker, Communicator, Open-minded, Reflective, Balanced, Risk-taker, Caring</p>	<p>Learner Profile: Caring, balanced, principled, reflective, knowledgeable, thinkers</p>	<p>Learner Profile: Inquirers, Knowledgeable, thinkers, principled</p>	<p>Learner Profile: Balanced, communicators, open-minded, risk takers</p>

Grade 3

1	2	3	4	5	6
6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
<p style="text-align: center;"><u>Who we are</u></p> <p><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></p>	<p style="text-align: center;"><u>How we express ourselves</u></p> <p><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></p>	<p style="text-align: center;"><u>Sharing the planet</u></p> <p><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></p>	<p style="text-align: center;"><u>Where we are in place and time</u></p> <p><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 and global perspectives.</i></p>	<p style="text-align: center;"><u>How the world works</u></p> <p><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></p>	<p style="text-align: center;"><u>How we organize ourselves</u></p> <p><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></p>
<p>Central Idea: Understanding our own and others' cultural identities helps us to become global citizens.</p>	<p>Central Idea: Discovering that we can express our ideas about culture, beliefs, nature, and values through storytelling.</p>	<p>Central Idea: We are responsible environmental and culturally aware citizens that cause change in the environment.</p>	<p>Central Idea: Changes in climate impact living things in many ways.</p>	<p>Central Idea: Forces, Motion, and Innovation: Discovering How Nature and Science Shape Our Lives.</p>	<p>Central Idea: Communities collaborate to achieve common purpose through shared responsibility.</p>
<p>Key Concepts: Responsibility Perspective Connection</p>	<p>Key Concepts: Connection Perspective</p>	<p>Key Concepts: Causation Change Responsibility</p>	<p>Key Concepts: Causation Change Form</p>	<p>Key Concepts: Causation Function Form</p>	<p>Key Concepts: Function Causation Connection</p>
<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Identity 2. Diversity 3. Citizenship 4. Values 5. Beliefs 	<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Growth 2. Cycles 3. Beliefs 	<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Consequences 2. Relationships 3. Justice 4. Citizenship 	<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Sequences 2. Consequences 3. Patterns 	<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Consequences 2. Properties 	<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Impact 2. Systems 3. Relationships
<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. What responsibility individuals have to their community (responsibility) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Stories help us share different ways of thinking, like traditions, beliefs, and what we value, and what 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. The ecosystems and how humans and natural events impact the environment in positive 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Climates around the world and how they affect people's lives (form). 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. The impact of scientific and technological advances on the environment. (function) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. An inquiry into how communities work together to achieve goals with shared responsibilities that

<p>2. How we are connected to our classmates, teachers, schoolmates, community, and world (connection). 3. Who we are as inquirers (perspective).</p>	<p>makes stories interesting for this purpose. (perspective) 2. Stories help us learn about people and make connections with nature. (connection)</p>	<p>and negative ways, with a particular emphasis on endangered animals. (responsibility and change) 2. The history and culture of the country of study. (causation)</p>	<p>2. How and why climates have changed over time (causation). 3. Possible solutions for slowing or reversing climate and how any changes influence each other (change).</p>	<p>2. How different forces impact the motion and pattern of objects. (causation) 3. How we can effectively plan and create instructional texts that use imperative verbs and provide step-by-step guidance. (form)</p>	<p>help them succeed. (function, causation) 2. An inquiry into how we, as members of a community, can be active citizens to see positive change. (connection)</p>
<p>IB Learner Profile: Inquirers, principled, communicators</p>	<p>Learner Profile: Communicators, open-minded, reflective</p>	<p>Learner Profile: Caring, reflective, open-minded</p>	<p>Learner Profile: Caring, Thinkers, Principled</p>	<p>Learner Profile: Balanced, thinkers, risk-takers</p>	<p>Learner Profile: Knowledgeable, balanced, caring, principled</p>

Grade 4

1	2	3	4	5	6
6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
<p><u>Who we are</u> 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.</p>	<p><u>Where we are in place and time</u> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><u>How we organize ourselves</u> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic</p>	<p><u>How the world works</u> 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.</p>	<p><u>How we express ourselves</u> 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.</p>	<p><u>Sharing the planet</u> 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 activities and their impact on humankind and the environment.</p>
<p>Central Idea: Respecting identities fosters a compassionate community, celebrating uniqueness.</p>	<p>Central Idea: Human exploration is a response to many opportunities and challenges.</p>	<p>Central Idea: Innovation is connected to learning and development.</p>	<p>Central Idea: Curiosity leads to discoveries.</p>	<p>Central Idea: People learn using transferable skills in different situations.</p>	<p>Central Idea: Exploring how we share resources among people, living things, and communities.</p>
<p>Key Concepts: Connection Perspective Responsibility</p>	<p>Key Concepts: Change Perspective Form</p>	<p>Key Concepts: Function Change Connection</p>	<p>Key Concepts: Function Causation Form</p>	<p>Key Concepts: Causation Change Connection</p>	<p>Key Concepts: Function Causation Responsibility</p>
<p>Related concepts:</p> <ol style="list-style-type: none"> Relationships Interdependent Citizenship Prejudice 	<p>Related concepts:</p> <ol style="list-style-type: none"> Impact Adaptation Transformation Opinion 	<p>Related concepts:</p> <ol style="list-style-type: none"> System Scientific principles Communication 	<p>Related concepts:</p> <ol style="list-style-type: none"> Communication Systems Similarities Differences 	<p>Related concepts:</p> <ol style="list-style-type: none"> Consequences Transformation Systems Interdependence 	<p>Related concepts:</p> <ol style="list-style-type: none"> Role Impact Citizenship Values Initiative
<p>Lines of inquiry:</p> <ol style="list-style-type: none"> Reasons for differences. (perspective) How conflict can be resolved in a respectful manner. (responsibility) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> Personal perspectives influence opinions about the risks and opportunities associated with migration (perspective) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> The importance of protecting our planet is linked to the consequences of our actions on the environment. (connection) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> How curiosity connects with different subjects and helps us learn more. (causation) How different cultures and times in history have 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> Technological advancements bring about changes in creative expression. (change) Various forms of communication, such as 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> Taking care of plants and animals in our community and how this affects our environment and people. (responsibility and causation)

<p>3. Connections and relationships in historical events. (connections)</p>	<p>2. The migration experience leads to changes in personal and cultural identities (change) 3. The form of migration, whether forced or voluntary, shapes the experiences and outcomes for individuals and communities (form)</p>	<p>2. The sustainable use of natural resources to preserve the environment. (function) 3. Individual and community actions and their impacts on the environment. (change)</p>	<p>been curious about the world. (form) 3. Exploring what we're curious about and trying to find our own answers. (function)</p>	<p>language, art, and music, are used to express our thoughts, feelings, and ideas. (connection) 3. The ways in which technology transforms self-expression have implications for our personal and societal identities. (causation)</p>	<p>2. People can find peaceful solutions when disagreements happen. (function) 3. Different cultures extract resources from nature in different ways, impacting the environment in different ways. (causation)</p>
<p>IB Learner Profile: Open-Minded Caring</p>	<p>Learner Profile: Risk-Takers, Reflective</p>	<p>Learner Profile: Inquirers, Thinkers, Communicators, Knowledgeable</p>	<p>Learner Profile: Knowledgeable, Inquirers</p>	<p>Learner Profile: Communicators</p>	<p>Learner Profile: Balanced, Thinkers</p>

Grade 5

1	2	3	4	5	6
6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
<p style="text-align: center;"><u>Who we are</u></p> <p><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></p>	<p style="text-align: center;"><u>How the world works</u></p> <p><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></p>	<p style="text-align: center;"><u>How we express ourselves</u></p> <p><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></p>	<p style="text-align: center;"><u>Sharing the planet</u></p> <p><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></p>	<p style="text-align: center;"><u>How we organize ourselves</u></p> <p><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></p>	<p style="text-align: center;"><u>Where we are in place and time</u></p> <p><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 and global perspectives.</i></p>
<p>Central Idea: Our self-concept evolves in response to changes we experience at different stages in our lives.</p>	<p>Central Idea: Exploration of the universe leads to new understandings of the world we live in.</p>	<p>Central Idea: Poetry can help us express our thoughts and ideas creatively.</p>	<p>Central Idea: Embracing diversity and human rights by sharing resources with people and other living things can support equitable practices in resource conservation, animal protection, and indigenous rights</p>	<p>Central Idea: Civilizations thrive through innovation.</p>	<p>Central Idea: Exploring the relationships between individuals and civilizations from local to global perspectives reveals the interconnectedness of human societies.</p>
<p>Key Concepts: Connection , change, form</p>	<p>Key Concepts: Causation, function, connection</p>	<p>Key Concepts: Perspective, change, form</p>	<p>Key Concepts: Responsibility, causation, connection</p>	<p>Key Concepts: Causation, responsibility, connection</p>	<p>Key Concepts: Function, perspective, connection</p>
<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Similarities 2. Differences 3. Behavior 4. Transformation 	<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Consequences 2. Structure 3. Systems 4. Beliefs 5. Opinion 	<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Subjectivity 2. opinion 3. Beliefs 4. Adaptation 5. Transformation 6. Cycles 7. Growth 8. Differences 	<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Values 3. Rights 4. Justice 5. Rules 6. Empathy 7. Society 	<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Consequences 2. Relationship 3. Interdependence 4. Citizenship 5. Rights 6. Impact 7. Adaptation 8. Networks 	<p>Related concepts:</p> <ol style="list-style-type: none"> 1. Role 2. Subjectivity 3. Interdependence 4. Relationship 5. Beliefs

<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Self expression and routines. (form) 2. Communicating feelings and emotions. (connection) 3. Self transformation and impacts in different relationships. (change) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Theories about the origin of the universe. (causation) 2. Understanding roles and scientific principles. (function) 3. New understandings learned through space exploration. (connection) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Experiencing and appreciating. (perspective) 2. Ways to use the Arts to create, represent, communicate and share imagined and conceptual ideas and emotions. (form) 3. How artistic expression changes in culture, time and space. (change) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Actions that benefit or harm the local environment. (causation) 2. Celebrating Diversity: Investigating the importance of embracing and respecting diversity in our local and global communities. (connection) 3. Human Rights Advocacy: Examining the role of individuals and communities in promoting and protecting human rights. (responsibility) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Human action can affect the effectiveness of a system. (causation) 2. Understanding individual and group roles in the organization of society. (responsibility) 3. The interconnectedness of human-made systems and communities. (connection) 	<p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. How individual perspectives play a role in the interconnectedness of humanity. (connection) 2. How different geographical features (equator, poles, continents) impact the experiences of people living in various parts of the world. (perspective) 3. What motivates human beings to explore outer space and seek answers about the universe. (function, connection)
<p>IB Learner Profile: Caring, open-minded, thinkers, reflective, balanced</p>	<p>Learner Profile: Inquirers, communicators, principled, knowledgeable</p>	<p>Learner Profile: Communicators, open-minded, risk-takers, knowledgeable</p>	<p>Learner Profile: Caring, principled, reflective, balanced, open-minded, inquirers</p>	<p>Learner Profile: Caring, open-minded, balanced, reflective, principled</p>	<p>Learner Profile: Inquirers, open-minded, risk-takers, communicators</p>