

**2021-2022 QAD Primary PYP Programme of Inquiry**

	<b>WHO WE ARE</b>	<b>HOW WE EXPRESS OURSELVES</b>	<b>HOW THE WORLD WORKS</b>	<b>SHARING THE PLANET</b>	<b>WHERE WE ARE IN PLACE IN TIME</b>	<b>HOW WE ORGANIZE OURSELVES</b>
<b>Theme Descriptor</b>	An inquiry into the nature of the self. (Pre 3, G2, G5) Beliefs and values. (G4, G5) Personal, physical, mental, social and spiritual health (KG, G2). Human relationships, including families, friends, communities and cultures. (Pre 4, G1, G3) Rights and responsibilities. (G1, G2, G3, G4) What it means to be human. (G3, G4, G5)	An inquiry into the ways in which we discover and express ideas (G1, G4), feelings (Pre 3, KG), nature, culture (Pre 3, G2, G3), beliefs and values.(G3) The ways in which we reflect on, extend and enjoy our creativity (Pre 3, Pre 4, G5). Our appreciation of the aesthetic (KG, G5).	An inquiry into the natural world and its laws. (Pre 3, KG, G2, G3) The interaction between the natural world (physical and biological) and human societies. (G1, G5) How humans use their understanding of scientific principles. (Pre 3, KG, G2, G3, G4) The impact of scientific and technological advances on society and on the environment. (G4)	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things. (Pre 3, KG, G3, G4) Communities and the relationships within and between them. (G1, G2) Access to equal opportunities. (G5) Peace and conflict resolution. (G5)	An inquiry into orientation in place and time. (G5) Personal histories. (G3) Homes and journeys. (Pre 4, KG) The discoveries (G2), explorations and migrations of humankind. (G3, G5) The relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives. (G4)	An inquiry into the interconnectedness of human-made systems (Pre 4) and communities. (KG, Gr 1, Gr 2) The structure and function of organizations. (Pre 4, Gr 1, Gr 2, Gr 5) Societal decision-making. (Gr 2, Gr 3) Economic activities and their impact on humankind and the environment. (Gr 1, Gr 4)
<b>PRE 3</b>	<b>Who Am I</b> <b>Central Idea:</b> Many things make me who I am <b>Lines of Inquiry:</b> The qualities that make me special, Things I can do, Changes that happen over time <b>Key Concepts:</b> Form, Function, Change <b>Related Concepts:</b> Self-identity, Growth <b>LP Focus:</b> Principled, Open-Minded and Reflective <b>Approaches to Learning:</b> Thinking, Social, Self-Management	<b>Learning Through Play</b> <b>Central Idea:</b> Children explore the world around them and discover new ideas through play <b>Lines of Inquiry:</b> Communicating through play, Playing cooperatively, Exploration through play <b>Key Concepts:</b> Form, Function, Connection <b>Related Concepts:</b> Play & Communication, Sharing, Conflict, Self-regulation, Exploration <b>LP Focus:</b> Reflective, Inquirers, Risk-takers/Courageous, Communicators <b>Approaches to Learning:</b> Communication, Social, Self-Management	<b>Light and Shadows</b> <b>Central Idea:</b> Light creates shadows and reflections which affect the environment <b>Lines of Inquiry:</b> Sources of light, Shadows and reflections are created in many ways, Light and shadows affect the environment <b>Key Concepts:</b> Form, Perspective, Causation <b>Related Concepts:</b> Play & Communication, Sharing, Reflection of light <b>LP Focus:</b> Inquirers, Reflective, Thinkers <b>Approaches to Learning:</b> Research, Thinking	<b>Living Things</b> <b>Central Idea:</b> All living things grow and change <b>Lines of Inquiry:</b> Exploring Living things, Living things change and grow, Caring for living things <b>Key Concepts:</b> Change, Responsibility, Function <b>Related Concepts:</b> Growth, Life cycles <b>LP Focus:</b> Caring, Inquirers, Knowledgeable <b>Approaches to Learning:</b> Research, Thinking		
<b>Unit Order</b>	1	2	4	3		
<b>PRE 4</b>	<b>Relationships</b> <b>Central Idea:</b> People understand their place in the world through their connections with others. <b>Lines of Inquiry:</b> Types of relationships, People relate to others in different ways, Similarities and differences vary <b>Key Concepts:</b> Form, Function, Connection <b>Related Concepts:</b> Relationships, Friendship, Identity <b>LP Focus:</b> Open-Minded, Principled, Risk-taker, Caring <b>Approaches to Learning:</b> Social, Communication	<b>Senses</b> <b>Central Idea:</b> Senses help us to explore the world around us and enjoy creativity. <b>Lines of Inquiry:</b> People express themselves in different ways, Drawing inspirations through our senses, Responding to creativity <b>Key Concepts:</b> Function, Causation, Perspective <b>Related Concepts:</b> Senses, Creativity, Exploration <b>LP Focus:</b> Communicator, Knowledgeable, Balanced <b>Approaches to Learning:</b> Self-Management, Communication			<b>Journeys</b> <b>Central Idea:</b> Journeys have a purpose and can lead to new experiences <b>Lines of Inquiry:</b> Journeys, Journeys lead to new experiences, Purposes of different journeys <b>Key Concepts:</b> Form, Function, Connection <b>Related Concepts:</b> Journeys, Transportation, Communication <b>LP Focus:</b> Inquirers, Reflective, Balanced <b>Approaches to Learning:</b> Social, Self-Management, Communication	<b>Places and Spaces</b> <b>Central Idea:</b> We organize our places and spaces for different purposes according to the needs of the community. <b>Lines of Inquiry:</b> Different types of places and spaces, How materials meet the needs of places and spaces, Taking responsibility for shared places and spaces <b>Key Concepts:</b> Form, Function, Responsibility <b>Related Concepts:</b> Materials, Structures, Needs <b>LP Focus:</b> Thinkers, Inquirers, Caring <b>Approaches to Learning:</b> Self-Management, Thinking
<b>Unit Order</b>	2	4		3		2
<b>KG</b>	<b>Healthy Choices</b> <b>Central Idea:</b> Making healthy choices helps us maintain a healthy body <b>Lines of Inquiry:</b> Human bodies health, Maintaining a healthy body, Safety and the safety of others <b>Key Concepts:</b> Responsibility, Connection, Causation <b>Related Concepts:</b> Needs, Health, Safety <b>LP Focus:</b> Reflective, Balanced, Caring <b>Approaches to Learning:</b> Research, Thinking, Self-Management	<b>Creativity</b> <b>Central Idea:</b> Creativity helps express and communicate feelings, emotions and ideas in different ways. <b>Lines of Inquiry:</b> Different art forms, Feelings and emotions that are caused and communicated through the arts, Exploration of different performing and visual art elements <b>Key Concepts:</b> Form, Perspective, Function <b>Related Concepts:</b> Patterns, Creativity, Investigation <b>LP Focus:</b> Communicator, Knowledgeable, Risk-takers (Courageous) <b>Approaches to Learning:</b> Communication, Thinking	<b>Pushes and Pulls</b> <b>Central Idea:</b> The way an object moves depends on a variety of factors, including size, shape, its material and the force exerted on it. <b>Lines of Inquiry:</b> Pushes and pulls of an object, Speeding up objects and slowing them down, Designing a solution to solve a problem <b>Key Concepts:</b> Causation, Change, Function <b>Related Concepts:</b> Pushes and Pulls, Speed and Force, Problem Solving, Design Solution <b>LP Focus:</b> Thinkers, Inquirers, Balanced <b>Approaches to Learning:</b> Thinking	<b>Living Things</b> <b>Central Idea:</b> Living things adapt in order to survive. <b>Lines of Inquiry:</b> Characteristics of living things, Living things adapt, Human impact on living things <b>Key Concepts:</b> Form, Change, Responsibility <b>Related Concepts:</b> Characteristics, Classification, Adaptation, Conservation <b>LP Focus:</b> Inquirer, Caring, Principled <b>Approaches to Learning:</b> Research, Thinking	<b>WWAPT - Weather and Climate</b> <b>Central Idea:</b> How people live can be determined by weather conditions of their environment. <b>Lines of Inquiry:</b> Different weather conditions around the world, Adaptations people make because of weather, Tools and materials to design a solution to reduce the warming effect of sunlight on an area <b>Key Concepts:</b> Form, Causation, Function <b>Related Concepts:</b> Weather Conditions, Homes, Clothes, Food, Materials, Adaptations, Weather <b>LP Focus:</b> Open-minded, Communicators, Inquirers <b>Approaches to Learning:</b> Thinking, Communication, Research	<b>Signs and Symbols</b> <b>Central Idea:</b> Signs and symbols are used locally and globally to help us communicate and organise ourselves <b>Lines of Inquiry:</b> Signs and symbols, How we use signs and symbols to communicate and organise ourselves, Reasons for signs and symbols <b>Key Concepts:</b> Form, Function, Causation <b>Related Concepts:</b> Symbolism, Communication <b>LP Focus:</b> Communicator, Thinker, Inquirer, Risk-taker <b>Approaches to Learning:</b> Communication, Social
<b>Unit Order</b>	2	6	5	Yearlong 2-3	3	
<b>Grade 1</b>	<b>Relationships</b> <b>Central Idea:</b> Relationships are enhanced by understanding other people's perspectives and communicating our own <b>Lines of Inquiry:</b> Social interactions, Ways of recognizing and communicating our ideas, feelings, and emotions, Managing and resolving conflict <b>Key Concepts:</b> Perspective, Form, Responsibility <b>Related Concepts:</b> Interaction, Relationships, Communication <b>LP Focus:</b> Caring, Communicators, Principled <b>Approaches to Learning:</b> Social, Self-Management, Communication	<b>Imagination</b> <b>Central Idea:</b> Using our imagination helps us to think, create and express ourselves in new ways <b>Lines of Inquiry:</b> Exploring personal interests and nature for inspiration, Developing a creative process, Reflecting on the creative process helps to nurture self-expression <b>Key Concepts:</b> Perspective, Function, Connection <b>Related Concepts:</b> Inspiration, imagination, Reflection <b>LP Focus:</b> Caring, Inquirers, Communicators, Open-Minded, Principled <b>Approaches to Learning:</b> Communication, Social	<b>Cycles</b> <b>Central Idea:</b> Understanding and observing natural cycles and patterns helps people make informed choices. <b>Lines of Inquiry:</b> Observing natural cycles and patterns, How natural cycles and patterns work, How do patterns/natural cycles impact daily life <b>Key Concepts:</b> Change, Function, Causation <b>Related Concepts:</b> Weather, Patterns <b>LP Focus:</b> Inquirers, Thinkers, Knowledgeable, Communicators <b>Approaches to Learning:</b> Thinking, Research	<b>Living Things and Environments</b> <b>Central Idea:</b> Young plants and animals mimic and inherit features of their parents in order to help them survive. <b>Lines of Inquiry:</b> Characteristics of living things, Patterns in behavior of parents and offspring, Young plants and animals are like, but not exactly like, their parents <b>Key Concepts:</b> Form, Function, Connection <b>Related Concepts:</b> Physical/Behavioral characteristics, survival, behavior, heredity, traits <b>LP Focus:</b> Thinkers, Inquirers, Reflective <b>Approaches to Learning:</b> Research, Thinking	<b>Discoveries</b> <b>Central Idea:</b> Discoveries can present challenges, risks and opportunities. <b>Lines of Inquiry:</b> Discoveries, Benefits and consequences of discoveries, Impact of discoveries on life <b>Key Concepts:</b> Form, Causation, Change <b>Related Concepts:</b> Discoveries, Timeline, Exploration <b>LP Focus:</b> Inquirers, Reflective, Risk-Taker <b>Approaches to Learning:</b> Research, Thinking, Self-Management	<b>Community</b> <b>Central Idea:</b> In a community, people share responsibilities and depend on each other <b>Lines of Inquiry:</b> Communities, Roles and responsibilities within communities, Interconnectedness within communities <b>Key Concepts:</b> Form, Function, Connection <b>Related Concepts:</b> Community, Interdependence <b>LP Focus:</b> Balanced, Knowledgeable, Thinkers <b>Approaches to Learning:</b> Self-Management, Research
<b>Unit Order</b>	1	Yearlong	5	3	5	2
<b>Grade 2</b>	<b>Inside Out (Year-long led by Homeroom)</b> <b>Central Idea:</b> Needs and responsibilities impact our choices <b>Lines of Inquiry:</b> Our feelings and how they impact ourselves and others, The choices we make to manage our emotions, Taking responsibility for your emotions and actions <b>Key Concepts:</b> Causation, Perspective, Responsibility <b>Related Concepts:</b> Identity, Relationship, Character Traits, Impact, Opinion, Values <b>LP Focus:</b> Balanced, Caring, Thinkers, Reflective <b>Approaches To Learning:</b> Communication, Social, Self-Management	<b>Cultures</b> <b>Central Idea:</b> Cultures within different communities celebrate their lives through the arts. <b>Lines of Inquiry:</b> Art can be explored across cultures, places and time, Different ways of celebrations, Comparing and contrasting local culture to world cultures <b>Key Concepts:</b> Form, Causation, Connection <b>Related Concepts:</b> Arts Genres, Purpose/Celebrations/Traditions, Similarities and Differences <b>LP Focus:</b> Communicator, Open-minded, Knowledgeable, Risk-takers <b>Approaches To Learning:</b> Communication, Thinking, Research	<b>Matter Matters!</b> <b>Central Idea:</b> We can understand the world better by observing and learning about matter. <b>Lines of Inquiry:</b> Describing and classifying matter by its observable properties, Chemical changes caused by heating and cooling, Inquiry into how I can use my knowledge of matter in my life <b>Key Concepts:</b> Form, Change, Connection <b>Related Concepts:</b> States of Matter, Transformation, Application <b>LP Focus:</b> Inquirer, Knowledgeable, Thinkers <b>Approaches to Learning:</b> Research, Self-Management, Thinking	<b>Ecosystems</b> <b>Central Idea:</b> Different kinds of living things in ecosystems depend on each other. <b>Lines of Inquiry:</b> The resources that plants need to grow, Connections between ecosystems, Why do parts of an ecosystem behave in certain ways? <b>Key concepts:</b> Form, Connection, Causation <b>Related concepts:</b> Growth, resources, relationships, diversity, interdependence, consequences, pattern, pollination <b>LP Focus:</b> Knowledgeable and Principled <b>Approaches to Learning:</b> Research, Communication, and Thinking	<b>Earth's System</b> <b>Central Idea:</b> Processes that shape the earth can cause humans to discover and promote environmental change. <b>Lines of Inquiry:</b> Earth's elements and changes, Man-made solutions to prevent erosion, Impact of man-made inventions on the natural world <b>Key Concepts:</b> Change, Function, Responsibility <b>Related Concepts:</b> Landforms, Transformation, Earth's elements, Role, Behaviour, Design, Values, Opinion <b>LP Focus:</b> Balanced, Inquirers, Thinker <b>Approaches to Learning:</b> Research, Communication, and Thinking	<b>Systems</b> <b>Central Idea:</b> Humans create systems to meet their needs <b>Lines of Inquiry:</b> Systems created within a community, How humans use systems to succeed within a community, Systems within a community depend on each other <b>Key Concepts:</b> Form, Function, Connection <b>Related Concepts:</b> Systems, Interconnectedness, Community <b>LP Focus:</b> Balanced, Knowledgeable, Thinkers <b>Approaches to Learning:</b> Research, Communication, Self-Management
<b>Unit Order</b>	Yearlong	Yearlong	2	3	4	1
<b>Grade 3</b>	<b>Social Need is a Human Need</b> <b>Central Idea:</b> Peer-to-peer connections and social opportunities can bring value to our lives. <b>Lines of Inquiry:</b> Social needs are human needs, Importance of connecting with others in different ways, The ways environments affect play <b>Key Concepts:</b> Connection, Function <b>Related Concepts:</b> Socialization, Creativity, Play <b>LP Focus:</b> Communicator, Caring, Knowledgeable <b>Approaches to Learning:</b> Social, Self-Management	<b>Beliefs and Values through Storytelling</b> <b>Central Idea:</b> Storytelling helps us discover the historical footprints of our culture and identity. <b>Lines of Inquiry:</b> Stories pass on cultural, historical and social experiences, Stories are told through different artistic expressions, The impact of storytelling on our daily lives <b>Key Concepts:</b> Function, Form, Perspective <b>Related Concepts:</b> storytelling, art, discovery, historical footprints, culture and identity <b>LP Focus:</b> Open-Minded, Reflective, Communicators <b>Approaches to Learning:</b> Communication, Social	<b>Forces and Interactions</b> <b>Central Idea:</b> Inquirers use evidence to describe and predict patterns about an object's motion. <b>Lines of Inquiry:</b> Qualities of a scientist, Cause and effect of forces Measurable and observable pattern of an object's motion in various situations <b>Key Concepts:</b> Form, Function, Causation <b>Related Concepts:</b> Prediction, Hypothesis, Motion, Observation, Measurement, Forces, Motion, Balance <b>LP Focus:</b> Reflective, Thinkers, Inquirers <b>ATL Skills:</b> Thinking	<b>Ecosystems and Adaptations</b> <b>Central Idea:</b> Living things may adapt to changes in their environment in order to survive. <b>Lines of Inquiry:</b> Natural Habitats, Living things adapt in order to survive, The responsibility to share habitats <b>Key Concepts:</b> Form, Causation, Responsibility <b>Related concepts:</b> Habitat, Adaptation, Survival, Environment <b>LP Focus:</b> Open-minded, Inquirers, Caring <b>Approaches to Learning:</b> Research Skills, Thinking Skills	<b>Migration</b> <b>Central Idea:</b> Migration is a response to human circumstances and has an impact on people and places. <b>Lines of Inquiry:</b> The reasons for migration, Impact of migration on places and communities, The human response to migration <b>Key Concepts:</b> Connection, Perspective, Causation <b>Related Concepts:</b> Migration, Human condition, Geography <b>LP Focus:</b> Open-Minded, Inquirer, Risk-taker, Thinkers <b>Approaches to Learning:</b> Social, Research	<b>Time</b> <b>Central Idea:</b> By measuring time, we can organise ourselves and understand the world around us. <b>Lines of Inquiry:</b> How events and changes show that time is passing, People have developed different ways of measuring time to organise themselves, How patterns of time effect our life <b>Key Concepts:</b> Function, Change, Causation <b>Related Concepts:</b> Patterns, Systems, Organization <b>LP Focus:</b> Knowledgeable, Thinkers, Balanced, Communicators <b>Approaches to Learning:</b> Self-Management, Social, Communication
<b>Unit Order</b>	1	Yearlong	4	2	5	3

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	<b>WHO WE ARE</b>	<b>HOW WE EXPRESS OURSELVES</b>	<b>HOW THE WORLD WORKS</b>	<b>SHARING THE PLANET</b>	<b>WHERE WE ARE IN PLACE IN TIME</b>	<b>HOW WE ORGANIZE OURSELVES</b>
<b>Grade 4</b>	<p align="center"><b>Globalization</b></p> <p><b>Central Idea:</b> Human responses to global crises can challenge cultural beliefs and values.</p> <p><b>Lines of Inquiry:</b> Global crisis, How humans respond to a global crisis, Citizens' beliefs and values during a crisis</p> <p><b>Key Concepts:</b> Form, Causation, Change</p> <p><b>Related Concepts:</b> Globalization, Response to Crisis, Cultural Beliefs &amp; Values</p> <p><b>LP Focus:</b> Open-minded, Reflective, Principled</p> <p><b>Approaches to Learning:</b> Self-Management, Research</p>	<p align="center"><b>Media</b></p> <p><b>Central Idea:</b> Media conveys, communicates and expresses opinions and ideas in order to influence an audience.</p> <p><b>Lines of Inquiry:</b> Media and its elements, tools and purposes, How creating media can influence thinking and perceptions, Interpretation of media</p> <p><b>Key Concepts:</b> Form/Function, Connection, Perspective</p> <p><b>Related Concepts:</b> Media, Elements, Tools, Purposes, Influence, Creativity, Perceptions, Interpretation, Opinions, Point of Views</p> <p><b>LP Focus:</b> Communicator, Open-Minded, Thinker, Risk-taker</p> <p><b>Approaches to Learning:</b> Communication, Self-Management</p>	<p align="center"><b>Technological Advancements in Communication</b></p> <p><b>Central Idea:</b> The way people view and use informational technology can transform a society.</p> <p><b>Lines of Inquiry:</b> Different kinds of waves and how they transfer information, Structures and processes in place that help humans understand information, The opportunities and challenges of advancements in informational technology.</p> <p><b>Key Concepts:</b> Function, Causation, Perspective</p> <p><b>Related Concepts:</b> Transfer, waves, structure, processes, systems, technology, advancement</p> <p><b>LP Focus:</b> Communicators, Open-minded, Principled</p> <p><b>Approaches to Learning:</b> Communication &amp; Research</p>	<p align="center"><b>Energy</b></p> <p><b>Central Idea:</b> Knowing and using natural resources responsibly to convert energy shapes the environment on Earth.</p> <p><b>Lines of inquiry:</b> Energy and its sources, Energy transfer and conversion, Energy and fuels derived from natural resources and their effects on the environment</p> <p><b>Key Concepts:</b> Form, Change, Responsibility</p> <p><b>Related Concepts:</b> Energy sources, Speed, Conversion, Sound, Light, Heat, Electric Currents, Natural Resources, Environment</p> <p><b>LP Focus:</b> Thinkers, Caring, Balanced</p> <p><b>Approaches to Learning:</b> Thinking, Research</p>	<p align="center"><b>Earth's Systems: Processes that Shape the Earth</b></p> <p><b>Central Idea:</b> Human activity and Earth's natural processes cause changes to the Earth's landscape.</p> <p><b>Lines of Inquiry:</b> Earth's natural processes, Solutions to reduce the impacts of natural Earth processes on humans, The effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p> <p><b>Key Concepts:</b> Change, Connection, Function</p> <p><b>Related Concepts:</b> Rock Formation, Fossilization, Time, Weathering, Erosion, Solutions, Reducing impact, Weathering, Erosion, Observations, Evidence</p> <p><b>LP Focus:</b> Inquirer, Thinkers, Knowledgeable</p> <p><b>Approaches to Learning:</b> Research, Thinking</p>	<p align="center"><b>Trade</b></p> <p><b>Central Idea:</b> Societal decisions control economic growth.</p> <p><b>Line of Inquiry:</b> Systems of trade, Supply and demand, Responsibilities as producers and consumers</p> <p><b>Key Concepts:</b> Function, Connection, Responsibility</p> <p><b>Related Concepts:</b> Trade, Systems, Supply and Demand, Interdependence, Ethics</p> <p><b>LP Focus:</b> Principled, Knowledgeable</p> <p><b>Approaches to Learning:</b> Communication and Thinking</p>
<b>Unit Order</b>	<b>1</b>	<b>Yearlong</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Grade 5</b>	<p align="center"><b>CULTURE AND IDENTITY</b></p> <p><b>Central Idea:</b> Culture and identities change over time impacting diversity.</p> <p><b>Lines of Inquiry:</b> Various perspectives on culture, identities, and diversity, Changes in culture, identity, and diversity over time, Maintaining culture, identity, and diversity</p> <p><b>Key Concepts:</b> perspective, change, responsibility</p> <p><b>Related Concepts:</b> culture, identity, diversity</p> <p><b>LP Focus:</b> Communicator, Open-Minded, Knowledgeable</p> <p><b>Approaches to Learning:</b> Thinking, Communication</p>	<p align="center"><b>Passions</b></p> <p><b>Central Idea:</b> Recognizing our artistic strengths and identifying significant issues can inspire action.</p> <p><b>Lines of Inquiry:</b> Recognizing our artistic strengths, Intentions behind creativity, Action to bring about change,</p> <p><b>Key Concepts:</b> Form, Responsibility, Change</p> <p><b>Related Concepts:</b> Artistic Strengths, Message, Intent, Action</p> <p><b>LP Focus:</b> Communicators, Reflective, Open-Minded, Risk-taker</p> <p><b>Approaches to Learning:</b> Communication, Thinking, Self-Management</p>	<p align="center"><b>Energy and Ecosystems</b></p> <p><b>Central Idea:</b> Living things and matter follow a cycle of change, depending on each other within an ecosystem.</p> <p><b>Lines of Inquiry:</b> Matter and its properties, The changing states of matter, How matter is used in an ecosystem</p> <p><b>Key Concepts:</b> Form, Change, Connection</p> <p><b>Related Concepts:</b> Matter, Properties, States of matter, Materials, Mixing of substances, changing states of matter, Cycles, Energy, Transfer, Food chain</p> <p><b>LP Focus:</b> Risk-taker, Thinker, Open-minded, Caring</p> <p><b>Approaches to Learning:</b> Self-Mangement, Research, Communication, Thinking</p>	<p align="center"><b>UNSDG Exhibition</b></p> <p><b>Central Idea:</b> Real world issues call for sustainable action.</p> <p><b>Lines of Inquiry:</b> Discovering a real world issue that can be acted on locally, Ways of working effectively in a team, Taking sustainable action to improve the lives of others or the environment</p> <p><b>Key Concepts:</b> All</p> <p><b>Related Concepts:</b> Global + Local - Glocal, Glocalization, Teamwork, Trust, Unity, Harmony, Synergy , Action, Awareness, Impact</p> <p><b>Learner Profile:</b> Caring, Knowledgeable, Risk-taker, Communicator, Principled</p> <p><b>Approaches to Learning:</b> All</p>	<p align="center"><b>Earth and Beyond</b></p> <p><b>Central Idea:</b> Space exploration has led to a better understanding of the Earth and its resources.</p> <p><b>Lines of Inquiry:</b> Earth's Systems and its Natural Resources, Forces and Interactions in the Solar System, Human activity and its role in conservation of Earth's resources</p> <p><b>Key Concepts:</b> Form, Connection, Responsibility</p> <p><b>Related Concepts:</b> Natural Resources, Interactions, Conservation</p> <p><b>LP Focus:</b> Inquirer, Thinker, Caring, Balanced</p> <p><b>Approaches to Learning:</b> Thinking, Research</p>	<p align="center"><b>Government Systems</b></p> <p><b>Central Idea:</b> Government systems influence the lives of citizens</p> <p><b>Lines of Inquiry:</b> Government Systems, The impact of government decisions on our daily life, The rights and responsibilities of citizenship</p> <p><b>Key Concepts:</b> Form, Function, Responsibility</p> <p><b>Related Concepts:</b> Systems, Citizenship, Governance</p> <p><b>LP Focus:</b> Knowledgeable, Reflective, Communicator</p> <p><b>Approaches to Learning:</b> Communication, Self-Management</p>
<b>Unit Order</b>	<b>5</b>	<b>Yearlong</b>	<b>2</b>	<b>Yearlong</b>	<b>3</b>	<b>1</b>