

Pre-K

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	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.	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 civilisations, from local and global perspectives.	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.	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.	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.	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.
<b>Central idea</b>	Understanding who we are helps us make choices and connect with others.		People express themselves in a variety of ways.	Through scientific investigations we can learn about the world around us.	People play different roles in the community to which they belong.	We share the environment with living things.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• Ways we are similar and different</li> <li>• Understanding feelings, what causes them, and how we act on them</li> <li>• Developing and maintaining friendships</li> <li>• Making healthy choices</li> </ul>		<ul style="list-style-type: none"> <li>• Expression through music, art, and movement</li> <li>• Interpretation and meaning of songs and rhymes</li> <li>• The role of cultural dances around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Tools and procedures that scientists use</li> <li>• How scientists find out about things</li> <li>• Manipulation of materials to solve problems</li> <li>• How materials can change</li> </ul>	<ul style="list-style-type: none"> <li>• The structure and organization of the community</li> <li>• Roles and responsibilities within a community</li> <li>• Interdependency within a community</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding living and nonliving</li> <li>• Exploring the living things around us (case study-ocean)</li> <li>• Human impact and our responsibility towards living things</li> </ul>
<b>Subject focus</b>	English, Mathematics, Social Studies, Science, Physical Education, Visual Arts, Computer Technology, Library		English, Social Studies, Physical Education, Visual Arts, Computer Technology, Music, Library	Mathematics, Science, Visual Arts, Computer Technology, Music	English, Social Studies, Visual Arts, Computer Technology, Spanish	Science, Visual Arts, Computer Technology, Library
<b>Key concepts</b>	Function, Connection, Responsibility		Function, Perspective, Reflection	Function, Change, Reflection	Function, Connection, Responsibility	Form, Connection, Responsibility
<b>Related concepts</b>	Self regulation, conflict, growth		communication, interpretation, opinion	properties, evidence	Roles, Interdependence, Citizenship	animals, habitat, conservation

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Communicators, Principled, Caring, Balanced</p> <p><b>Attitudes:</b> Cooperation, Empathy, Respect</p> <p><b>Self-management Skills:</b> Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles</p>	<p><b>Learner Profile Items:</b> Open-minded, Risk-takers (Courageous), Reflective</p> <p><b>Attitudes:</b> Appreciation, Creativity, Confidence</p> <p><b>Research Skills:</b> Observing</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Healthy Lifestyles, Codes of Behaviour</p> <p><b>Thinking Skills:</b> Application</p> <p><b>Social Skills:</b> Respecting Others</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers</p> <p><b>Attitudes:</b> Integrity, Enthusiasm, Curiosity, Independence</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data</p> <p><b>Self-management Skills:</b> Safety</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Application, Analysis</p>	<p><b>Learner Profile Items:</b> Inquirers, Open-minded, Caring</p> <p><b>Attitudes:</b> Cooperation, Commitment, Respect</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Caring</p> <p><b>Attitudes:</b> Commitment, Respect, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Analysis</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Caring</p> <p><b>Attitudes:</b> Commitment, Respect, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Analysis</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Viewing, Presenting</p>

## Kindergarten

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	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.	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 civilisations, from local and global perspectives.	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.	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.	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.	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.
<b>Central idea</b>	We experience the world through our senses.	Throughout history, games have played a role in peoples lives.	We can create and perform a story by fitting the pieces together like a puzzle.	Scientists and inventors use their knowledge of forces to invent and create.	Organizations and groups serve a purpose within the community.	Living creatures impact our world and interact with people in different ways.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>The function of each sense</li> <li>Using our senses to interact with our world</li> <li>Challenges faced by people with sensory loss</li> </ul>	<ul style="list-style-type: none"> <li>Games played by people in different places and times</li> <li>The reason people play games</li> <li>Patterns and common elements of games over time and place</li> <li>Inventing and using games in our life</li> </ul>	<ul style="list-style-type: none"> <li>The elements of a story.</li> <li>Ways to share or perform a story.</li> <li>Creating our own stories and story interpretations</li> <li>Connecting with our community</li> </ul>	<ul style="list-style-type: none"> <li>How different forces work</li> <li>Identifying forces in our lives</li> <li>Applying our knowledge to create and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>groups and organizations within a community</li> <li>meeting wants and needs</li> <li>navigation in a community</li> <li>contributing to the community</li> </ul>	<ul style="list-style-type: none"> <li>Similarity and difference between living creatures- Case study of bugs and birds</li> <li>Scientific classification</li> <li>Connection between living things and the environment</li> <li>Our responsibility to other living things</li> </ul>
<b>Subject focus</b>	English, Mathematics, Science, Physical Education, Visual Arts, Computer Technology, Music, Library	English, Social Studies, Physical Education, Visual Arts, Computer Technology, Music, Spanish, Library	English, Mathematics, Social Studies, Physical Education, Visual Arts, Computer Technology, Music, Library	English, Mathematics, Science, Physical Education, Visual Arts, Computer Technology, Music	English, Social Studies, Visual Arts, Computer Technology, Library	Mathematics, Social Studies, Science, Visual Arts, Computer Technology, Spanish
<b>Key concepts</b>	Function, Perspective, Reflection	Form, Function, Change	Form, Function, Perspective	Function, Causation, Connection	Function, Connection, Responsibility	Form, Connection, Responsibility
<b>Related concepts</b>	similarities and differences, safety	fair play, leadership	Structure, Communication, opinions	Forces, cause and effect, energy	systems, networks, initiative	categorizing, interdependence, cycles
<b>Learning experiences</b>	<b>Learner Profile Items:</b> Inquirers, Knowledgeable, Balanced	<b>Learner Profile Items:</b> Thinkers, Communicators, Principled	<b>Learner Profile Items:</b> Communicators, Risk-takers (Courageous), Reflective	<b>Learner Profile Items:</b> Inquirers, Thinkers, Risk-takers (Courageous)	<b>Learner Profile Items:</b> Principled, Caring, Balanced <b>Attitudes:</b> Cooperation, Integrity, Commitment	<b>Learner Profile Items:</b> Knowledgeable, Open-minded, Caring

## Who we are

**Attitudes:** Appreciation, Empathy, Curiosity  
**Research Skills:** Formulating Questions, Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research  
**Self-management Skills:** Spatial Awareness, Safety, Healthy Lifestyles, Informed Choices  
**Thinking Skills:** Acquisition of Knowledge, Comprehension, Metacognition  
**Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal, Viewing

## Where we are in place and time

**Attitudes:** Cooperation, Integrity, Respect  
**Self-management Skills:** Gross Motor, Fine Motor, Spatial Awareness, Safety, Healthy Lifestyles, Codes of Behaviour  
**Thinking Skills:** Acquisition of Knowledge, Application, Analysis, Synthesis, Metacognition  
**Social Skills:** Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict  
**Communication Skills:** Listening, Speaking, Reading, Writing, Viewing

## How we express ourselves

**Attitudes:** Appreciation, Creativity, Confidence  
**Thinking Skills:** Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought  
**Social Skills:** Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles  
**Communication Skills:** Listening, Speaking, Non-verbal, Viewing, Presenting

## How the world works

**Attitudes:** Creativity, Curiosity, Independence  
**Research Skills:** Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research  
**Thinking Skills:** Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis  
**Social Skills:** Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles  
**Communication Skills:** Listening, Speaking

## How we organize ourselves

**Social Skills:** Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles  
**Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

## Sharing the planet

**Attitudes:** Enthusiasm, Respect, Tolerance  
**Research Skills:** Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research  
**Self-management Skills:** Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices  
**Thinking Skills:** Acquisition of Knowledge, Application, Analysis, Synthesis, Evaluation, Dialectical Thought

## Grade 1

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	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.	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 civilisations, from local and global perspectives.	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.	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.	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.	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.
<b>Central idea</b>	Becoming independent requires people to use many strategies and develop different skills.	The climate and resources of an area impact the types of shelters people construct.	Throughout the world and history, people have created stories for a variety of reasons.	Water is essential to life and is a limited resource.	Systems are developed to produce and distribute food.	People can establish practices in order to sustain and maintain the Earth's resources.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• decision making</li> <li>• social interaction</li> <li>• becoming independent</li> <li>• personal qualities</li> </ul>	<ul style="list-style-type: none"> <li>• Types of human-made structures</li> <li>• The factors that need to be considered when designing and building a structure</li> <li>• Resources used for building structures</li> <li>• How and why shelters have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons behind myths, fables and legends</li> <li>• Different ways myths, fables and legends were/are communicated</li> <li>• Influence of myths, fables and legends</li> <li>• Things we can learn from myths fables and legends</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of water and how it is used</li> <li>• Importance of sanitation on human health</li> <li>• Properties of water</li> <li>• Responsibilities regarding water</li> </ul>	<ul style="list-style-type: none"> <li>• How food changes during production</li> <li>• Reasons why we process food</li> <li>• Ways that food is distributed</li> <li>• The impact of producing and distributing food on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Limited nature of the Earth's resources</li> <li>• Personal choices that can help sustain the environment</li> <li>• Reducing, reusing and recycling different materials</li> <li>• Reducing waste</li> </ul>
<b>Subject focus</b>	English, Social Studies, Physical Education, Computer Technology, Library	Mathematics, Social Studies, Science, Physical Education, Visual Arts, Spanish	English, Social Studies, Physical Education, Visual Arts, Computer Technology, Music, Library	Social Studies, Science, Physical Education, Visual Arts, Computer Technology, Music	Social Studies, Science, Physical Education, Computer Technology	Social Studies, Science, Physical Education, Visual Arts, Computer Technology
<b>Key concepts</b>	Change, Responsibility, Reflection	Form, Function, Causation	Form, Causation, Connection	Form, Function, Responsibility	Function, Change, Connection	Change, Perspective, Responsibility
<b>Related concepts</b>	growth and transformation, goal setting, evidence	Resources, materials and matter, forces	impact, beliefs, values	Connections, cycles, needs and wants, pollution/poverty	Interdependence and Systems	Lifestyles, resources

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Risk-takers (Courageous), Balanced, Reflective</p> <p><b>Attitudes:</b> Empathy, Independence, Tolerance</p> <p><b>Self-management Skills:</b> Organization, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Metacognition</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Resolving Conflict</p> <p><b>Communication Skills:</b> Listening, Speaking, Non-verbal</p>	<p><b>Learner Profile Items:</b> Thinkers, Communicators</p> <p><b>Attitudes:</b> Cooperation, Curiosity</p> <p><b>Research Skills:</b> Observing, Collecting Data, Recording Data, Interpreting Data</p> <p><b>Thinking Skills:</b> Analysis, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Group Decision Making</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Communicators, Open-minded</p> <p><b>Attitudes:</b> Appreciation, Creativity, Confidence</p> <p><b>Research Skills:</b> Observing, Planning, Presenting Research</p> <p><b>Thinking Skills:</b> Comprehension, Application, Analysis, Synthesis, Dialectical Thought</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers</p> <p><b>Attitudes:</b> Appreciation, Respect, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data</p> <p><b>Self-management Skills:</b> Fine Motor, Organization, Healthy Lifestyles, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Evaluation</p>	<p><b>Learner Profile Items:</b> Inquirers, Thinkers</p> <p><b>Attitudes:</b> Cooperation, Enthusiasm, Curiosity</p> <p><b>Research Skills:</b> Collecting Data, Presenting Research</p> <p><b>Thinking Skills:</b> Analysis, Evaluation</p> <p><b>Social Skills:</b> Cooperating, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Non-verbal, Presenting</p>	<p><b>Learner Profile Items:</b> Principled, Caring, Reflective</p> <p><b>Attitudes:</b> Integrity, Commitment, Respect</p> <p><b>Research Skills:</b> Planning, Collecting Data</p> <p><b>Self-management Skills:</b> Informed Choices</p> <p><b>Thinking Skills:</b> Application, Evaluation</p>

## Grade 2

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	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.	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 civilisations, from local and global perspectives.	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.	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.	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.	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.
<b>Central idea</b>	Peoples relationships with each other can have an impact on well-being.	Artifacts provide an insight into the past.	People often express their beliefs, values and attitudes through their actions.	Electricity impacts our life and our environment in different ways.	Marketplaces arise and change to meet a community's needs.	Animals adapt to enable them to survive in a particular habitat.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>The role of relationships in our lives</li> <li>Behaviour and attitudes that affect relationships</li> <li>The role of perspective in building effective relationships</li> </ul>	<ul style="list-style-type: none"> <li>Attributes of artifacts that can be observed</li> <li>Methods to collect and study artifacts</li> <li>Questions that can be raised about artifacts</li> <li>Using artifacts to make inferences</li> </ul>	<ul style="list-style-type: none"> <li>Beliefs and values</li> <li>Understanding people's actions</li> <li>How the expression of beliefs and values impacts society.</li> </ul>	<ul style="list-style-type: none"> <li>Electricity use in our daily lives</li> <li>The generation of electricity</li> <li>Using electricity safely and responsibly</li> </ul>	<ul style="list-style-type: none"> <li>Features of a marketplace</li> <li>Forms of exchange</li> <li>Responsibilities of producers and consumers</li> <li>Factors influencing decisions in the market place</li> </ul>	<ul style="list-style-type: none"> <li>The characteristics that define a habitat</li> <li>Features of plants and animals within a habitat</li> <li>Interdependence of living things within a habitat: case study coral reefs and tide pools</li> <li>The impact of human actions on a habitat</li> </ul>
<b>Subject focus</b>	English, Social Studies, Physical Education, Computer Technology, Library	Social Studies, Science, Physical Education, Visual Arts, Computer Technology, Music	English, Social Studies, Physical Education, Visual Arts, Music	English, Science, Computer Technology	Mathematics, Social Studies, Computer Technology, Spanish, Library	English, Social Studies, Science, Visual Arts, Computer Technology, Library
<b>Key concepts</b>	Function, Causation, Perspective	Form, Function, Connection	Causation, Responsibility, Reflection	Function, Connection, Responsibility	Function, Causation, Change	Form, Causation, Connection
<b>Related concepts</b>	communication, relationships	Archaeology, Anthropology, Time	Values, justice, initiative	Conservation, transformation	Interdependence, Supply and Demand	interdependence, adaptation
<b>Learning experiences</b>	<b>Learner Profile Items:</b> Communicators, Open-minded, Caring	<b>Learner Profile Items:</b> Thinkers, Risk-takers (Courageous), Reflective	<b>Learner Profile Items:</b> Thinkers, Communicators, Principled	<b>Learner Profile Items:</b> Inquirers, Caring <b>Attitudes:</b> Commitment, Respect	<b>Learner Profile Items:</b> Knowledgeable, Thinkers, Communicators	<b>Learner Profile Items:</b> Inquirers, Communicators, Caring

## Who we are

**Attitudes:** Cooperation, Empathy, Respect  
**Self-management Skills:** Gross Motor, Healthy Lifestyles  
**Thinking Skills:** Acquisition of Knowledge, Comprehension, Application  
**Social Skills:** Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict  
**Communication Skills:** Listening, Speaking, Reading, Writing

## Where we are in place and time

**Attitudes:** Creativity, Confidence, Curiosity  
**Research Skills:** Formulating Questions, Recording Data  
**Thinking Skills:** Acquisition of Knowledge, Comprehension, Application, Analysis  
**Social Skills:** Cooperating, Group Decision Making, Adopting a Variety of Group Roles

## How we express ourselves

**Attitudes:** Enthusiasm, Independence, Tolerance  
**Research Skills:** Collecting Data, Presenting Research  
**Thinking Skills:** Acquisition of Knowledge, Application, Analysis, Synthesis, Dialectical Thought, Metacognition  
**Communication Skills:** Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

## How the world works

**Research Skills:** Formulating Questions, Collecting Data, Recording Data, Interpreting Data  
**Self-management Skills:** Fine Motor, Spatial Awareness, Time Management, Safety, Informed Choices  
**Thinking Skills:** Acquisition of Knowledge, Comprehension, Application, Evaluation  
**Social Skills:** Cooperating, Group Decision Making  
**Communication Skills:** Listening, Speaking, Reading, Writing, Presenting

## How we organize ourselves

**Attitudes:** Appreciation, Cooperation, Integrity  
**Research Skills:** Formulating Questions, Planning, Collecting Data, Organizing Data, Interpreting Data  
**Self-management Skills:** Organization, Informed Choices  
**Thinking Skills:** Acquisition of Knowledge, Comprehension, Analysis  
**Social Skills:** Cooperating, Group Decision Making  
**Communication Skills:** Reading, Writing, Presenting

## Sharing the planet

**Attitudes:** Appreciation, Commitment, Respect  
**Research Skills:** Formulating Questions, Observing, Collecting Data, Interpreting Data  
**Self-management Skills:** Codes of Behaviour  
**Thinking Skills:** Acquisition of Knowledge, Application, Analysis, Metacognition  
**Communication Skills:** Speaking, Reading, Presenting



### Grade 3

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	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.	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 civilisations, from local and global perspectives.	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.	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.	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.	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.
<b>Central idea</b>	Family histories provide an insight into culture, family and the individual.	Many factors contribute to a nation's identity.	Religion and spiritual belief contribute to human behaviour	The Earth is a unique planet within our solar system.	Communities create transportation systems to meet their needs.	Natural and human factors influence plant structure
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• Understanding family ancestry</li> <li>• Artifacts, heirlooms or traditions that have meaning in a family</li> <li>• Similarities and differences between generations within a family</li> </ul>	<ul style="list-style-type: none"> <li>• The relevance of history to a country's identity</li> <li>• Significance of national symbols</li> <li>• The impact of geography on human activities</li> </ul>	<ul style="list-style-type: none"> <li>• elements and practices of major religions</li> <li>• how beliefs can influence the way we interact</li> <li>• religions offer multiple perspectives within a society</li> </ul>	<ul style="list-style-type: none"> <li>• Composition of Earth</li> <li>• Forces that change and transform the Earth's surface</li> <li>• Comparing Earth to other planets in our solar system</li> </ul>	<ul style="list-style-type: none"> <li>• Features of transportation systems</li> <li>• Factors that affect decisions regarding the creation of transportation systems</li> <li>• Impact of transportation systems on societies and the environment.</li> <li>• How systems of transportation respond to changing needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding plant structure</li> <li>• Connection between plant structure and biomes</li> <li>• The impact of humans on plants in the environment</li> </ul>
<b>Subject focus</b>	English, Mathematics, Social Studies, Physical Education, Visual Arts, Computer Technology, Library	English, Mathematics, Social Studies, Physical Education, Visual Arts, Computer Technology, Music, Spanish, Library	English, Social Studies, Visual Arts, Computer Technology, Library	English, Mathematics, Science, Visual Arts, Computer Technology, Music, Library	English, Social Studies, Physical Education, Visual Arts, Computer Technology, Spanish	English, Mathematics, Social Studies, Science, Visual Arts, Computer Technology
<b>Key concepts</b>	Change, Connection, Reflection	Form, Causation, Connection	Form, Perspective, Reflection	Form, Causation, Change	Function, Change, Connection	Connection, Perspective, Responsibility
<b>Related concepts</b>	Chronology; History; Tradition	Symbols, history, geography	Diversity, perception	Space, gravity, materials and matter	Systems, Networks.	Sustainability, life cycles, interdependence

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Inquirers, Communicators, Open-minded</p> <p><b>Attitudes:</b> Enthusiasm, Respect, Confidence</p> <p><b>Research Skills:</b> Formulating Questions, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Time Management, Codes of Behaviour</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge</p> <p><b>Social Skills:</b> Respecting Others</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Thinkers, Open-minded, Reflective</p> <p><b>Attitudes:</b> Cooperation, Creativity, Curiosity</p> <p><b>Research Skills:</b> Planning</p> <p><b>Self-management Skills:</b> Organization, Time Management</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Application</p> <p><b>Social Skills:</b> Respecting Others</p> <p><b>Communication Skills:</b> Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Open-minded</p> <p><b>Attitudes:</b> Appreciation, Empathy, Tolerance</p> <p><b>Research Skills:</b> Planning, Collecting Data, Presenting Research</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Analysis, Synthesis</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers</p> <p><b>Attitudes:</b> Enthusiasm, Curiosity, Independence</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Organization, Time Management</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition</p> <p><b>Social Skills:</b> Accepting Responsibility, Cooperating, Group Decision Making</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Knowledgeable, Thinkers, Communicators</p> <p><b>Attitudes:</b> Cooperation, Creativity, Confidence</p> <p><b>Research Skills:</b> Observing, Planning, Collecting Data, Recording Data</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles</p>	<p><b>Learner Profile Items:</b> Principled, Caring, Balanced</p> <p><b>Attitudes:</b> Appreciation, Integrity, Respect</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Comprehension</p> <p><b>Communication Skills:</b> Listening, Reading, Viewing, Presenting</p>

Grade 4

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	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.	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 civilisations, from local and global perspectives.	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.	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.	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.	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.
<b>Central idea</b>	Understanding how our body works empowers us to take responsibility for our health.	Exploration can lead to knowledge, discovery, and change.	People around the world use different forms of artistic expression to convey their individuality.	Weather is a powerful force that affects living and non-living things.	Indigenous people organize to meet their needs.	Living in a world of finite resources and unlimited demands impacts life on earth.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• Interdependence of Body Systems</li> <li>• Function of Body Systems</li> <li>• Positive and negative impacts of behavior on health of individuals</li> </ul>	<ul style="list-style-type: none"> <li>• The impacts of discoveries on societies through different lenses</li> <li>• Technological advances that have occurred as a result of exploration</li> <li>• Contributions made by individual explorers</li> </ul>	<ul style="list-style-type: none"> <li>• The diverse forms of creative expression</li> <li>• How authors, poets, artist and composers, convey meaning through art forms</li> <li>• Interpretations of art forms</li> <li>• Reasons people express themselves in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• The natural elements that cause weather</li> <li>• The impact of weather and climate on living things</li> <li>• The ways in which advances in technology and science have enabled humans to make predictions about the weather</li> </ul>	<ul style="list-style-type: none"> <li>• Aspects of indigenous cultures</li> <li>• How people organize</li> <li>• organization in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>• Renewable and nonrenewable resources</li> <li>• Factors that impact the use of resources</li> <li>• Global consequences of resource use</li> <li>• Human responsibility for sustainability</li> </ul>
<b>Subject focus</b>	English, Mathematics, Science, Physical Education, Computer Technology	English, Mathematics, Social Studies, Science, Visual Arts, Computer Technology, Library	English, Social Studies, Physical Education, Visual Arts, Computer Technology, Music, Spanish	English, Mathematics, Science, Visual Arts, Computer Technology, Music	English, Social Studies, Physical Education, Visual Arts, Computer Technology, Library	English, Social Studies, Science, Visual Arts, Computer Technology, Library
<b>Key concepts</b>	Function, Connection, Responsibility	Causation, Change, Perspective	Form, Perspective, Reflection	Function, Causation, Change	Function, Causation, Change	Causation, Responsibility, Reflection
<b>Related concepts</b>	Systems, health and safety	progress, trade, oppression	Creativity, originality, emotion, communication	Cycles and patterns	beliefs, behaviour, systems	lifestyles, resources, sustainability
<b>Learning experiences</b>	<b>Learner Profile Items:</b> Inquirers, Balanced, Reflective	<b>Learner Profile Items:</b> Inquirers, Knowledgeable, Communicators	<b>Learner Profile Items:</b> Communicators, Risk-takers (Courageous), Reflective	<b>Learner Profile Items:</b> Inquirers, Knowledgeable, Communicators	<b>Learner Profile Items:</b> Communicators, Open-minded, Reflective	<b>Learner Profile Items:</b> Thinkers, Principled, Caring <b>Attitudes:</b> Cooperation, Commitment, Independence

## Who we are

**Attitudes:** Commitment, Enthusiasm, Confidence  
**Research Skills:** Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research  
**Self-management Skills:** Gross Motor, Fine Motor, Organization, Time Management, Safety, Healthy Lifestyles, Informed Choices  
**Thinking Skills:** Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought

## Where we are in place and time

**Attitudes:** Cooperation, Confidence, Curiosity  
**Research Skills:** Formulating Questions, Collecting Data, Recording Data, Presenting Research  
**Self-management Skills:** Organization, Time Management  
**Thinking Skills:** Acquisition of Knowledge, Comprehension, Synthesis  
**Social Skills:** Group Decision Making  
**Communication Skills:** Speaking, Reading, Writing, Presenting

## How we express ourselves

**Attitudes:** Appreciation, Creativity, Confidence, Independence  
**Self-management Skills:** Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices  
**Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

## How the world works

**Attitudes:** Cooperation, Creativity, Confidence  
**Research Skills:** Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research  
**Self-management Skills:** Organization, Time Management  
**Thinking Skills:** Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis

## How we organize ourselves

**Attitudes:** Appreciation, Empathy, Respect  
**Research Skills:** Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research  
**Thinking Skills:** Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition  
**Social Skills:** Cooperating, Resolving Conflict, Group Decision Making

## Sharing the planet

**Research Skills:** Presenting Research  
**Self-management Skills:** Informed Choices  
**Social Skills:** Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles  
**Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Grade 5

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	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.	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 civilisations, from local and global perspectives.	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.	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.	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.	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.
<b>Central idea</b>	Changes people experience can affect their evolving sense of self.	Societies have been affected by the development of inventions and technology.	Advertising is used to persuade.	Energy takes many forms and can be stored and used in many ways.	Government systems influence the lives of citizens.	Children worldwide encounter a range of challenges, risks and opportunities.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>the physical, social, emotional and intellectual changes that occur throughout life</li> <li>factors that contribute to well being during adolescence</li> <li>how relationships contribute to our self-concept</li> </ul>	<ul style="list-style-type: none"> <li>The reasons for and impact of inventions</li> <li>How simple machines function</li> <li>The use of technology and inventions.</li> </ul>	<ul style="list-style-type: none"> <li>Use of sounds, language, and images to convey messages.</li> <li>Ways advertisers influence people's choices.</li> <li>The evolution of advertising in the media.</li> <li>Making smart consumer choices.</li> </ul>	<ul style="list-style-type: none"> <li>Forms of energy</li> <li>Transformation of energy</li> <li>How energy impacts our everyday lives</li> </ul>	<ul style="list-style-type: none"> <li>How government systems function</li> <li>Decision-making practices and human rights</li> <li>The rights, responsibilities of citizenship</li> <li>Impact of government upon citizens</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences in a personal, local and global context.</li> <li>How children respond to challenges, risks and opportunities</li> <li>Ways in which people and organizations work to protect children from risk</li> </ul>
<b>Subject focus</b>	Social Studies, Physical Education, Visual Arts, Computer Technology	English, Mathematics, Social Studies, Science, Physical Education, Visual Arts, Computer Technology	English, Mathematics, Social Studies, Physical Education, Visual Arts, Computer Technology, Music, Library	English, Mathematics, Science, Visual Arts, Computer Technology, Music	English, Social Studies, Visual Arts, Computer Technology	English, Mathematics, Social Studies, Science, Visual Arts, Computer Technology, Spanish, Library
<b>Key concepts</b>	Change, Responsibility, Reflection	Function, Causation, Connection	Form, Connection, Responsibility	Form, Function, Change	Function, Perspective, Responsibility	Connection, Perspective, Responsibility
<b>Related concepts</b>	relationships, aging, self concept	simple machines and chronology	subjectivity and opinion, communication	conservation, reflection, refraction	Economics, priorities, well-being	Equality, Rights, Resilience, Health.
<b>Learning experiences</b>	<b>Learner Profile Items:</b> Thinkers, Principled, Open-minded	<b>Learner Profile Items:</b> Inquirers, Thinkers, Risk-takers (Courageous)	<b>Learner Profile Items:</b> Inquirers, Thinkers, Communicators	<b>Learner Profile Items:</b> Knowledgeable, Principled, Risk-takers (Courageous)	<b>Learner Profile Items:</b> Communicators, Open-minded	<b>Learner Profile Items:</b> Inquirers, Communicators, Reflective

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<p><b>Attitudes:</b> Empathy, Integrity, Independence</p> <p><b>Self-management Skills:</b> Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Analysis, Dialectical Thought, Metacognition</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making</p> <p><b>Communication Skills:</b> Listening, Speaking, Non-verbal, Viewing</p>	<p><b>Attitudes:</b> Integrity, Creativity, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions, Planning, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Safety</p> <p><b>Thinking Skills:</b> Application, Analysis, Synthesis, Evaluation, Dialectical Thought</p> <p><b>Communication Skills:</b> Presenting</p>	<p><b>Attitudes:</b> Integrity, Confidence</p> <p><b>Research Skills:</b> Observing, Interpreting Data</p> <p><b>Self-management Skills:</b> Healthy Lifestyles, Informed Choices</p> <p><b>Thinking Skills:</b> Evaluation</p> <p><b>Communication Skills:</b> Listening, Non-verbal, Viewing, Presenting</p>	<p><b>Attitudes:</b> Confidence, Curiosity, Independence</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Organization, Safety, Healthy Lifestyles, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation</p> <p><b>Communication Skills:</b> Writing, Viewing, Presenting</p>	<p><b>Attitudes:</b> Respect</p> <p><b>Research Skills:</b> Collecting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Codes of Behaviour</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge</p> <p><b>Social Skills:</b> Respecting Others</p> <p><b>Communication Skills:</b> Listening, Speaking</p>	<p><b>Attitudes:</b> Appreciation, Empathy, Creativity</p> <p><b>Research Skills:</b> Formulating Questions, Planning, Presenting Research</p> <p><b>Self-management Skills:</b> Organization</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>