

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
Transdisciplinary Theme	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.
Central idea	As we get older we learn to make better choices.	We use transport to explore and learn about the world.	Signs and Symbols help us to learn, communicate and understand our world.	Simple Machines make our lives easier.	How our school works.	Sharing the city (Berlin) with plants, animals and humans
Lines of inquiry	<ul style="list-style-type: none"> • What is it like to be me • How I change • How I look after myself • How others look after me 	<ul style="list-style-type: none"> • Types of Transportation • How travel has changed. • What people learn when they travel. 	<ul style="list-style-type: none"> • Where we encounter signs and symbols • What signs and symbols can tell us • Common signs and symbols • We create our own signs and symbols. 	<ul style="list-style-type: none"> • Simple Machines and Us • Reasons for Simple Machines • Making my own Simple Machine • How simple machines make our lives easier 	<ul style="list-style-type: none"> • Who works at my school? • How do they help? • Why am I here? 	<ul style="list-style-type: none"> • plants, animals we find in the city (form) • How we share the city with plants, animals and humans (connection) • our responsibilities to plants and animals in the city (responsibilities)
Subject focus	German, Mathematics, English, Visual Arts, Music, PSPE	German, Visual Arts, Science, ICT	German, Mathematics, English, Visual Arts, Music, BCS Language Curriculum, BCS Mathematics Curriculum	German, Science, Visual Arts, Music, English, Mathematics	German, Social Studies, Music	German, Science, ICT
Key concepts	Form, Change, Responsibility	Function, Change, Responsibility	Form, Function, Connection	Form, Function, Causation	Connection, Perspective, Reflection	Form, Connection, Responsibility
Related concepts	This unit will directly relate to social studies by having students connect their	Change: How transportation has changed over time.	Creation Representation	Properties Speed	Interdependence Cooperation	environment, plants, animals

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<p>varying roles in school, at home and with their peers.</p> <p>The related concept is "me"</p> <p>The related concept is growth.</p> <p>The related concept is choices.</p>	<p>Function: How vehicles work. We focused a lot on trains (past, present, and future).</p> <p>Responsibility: Using transportation safely.</p> <p>Time</p> <p>Technology</p> <p>Imagination</p> <p>Routine</p>	<p>Symbolism</p> <p>Identity</p>	<p>Force</p> <p>Energy</p> <p>Creation</p> <p>Natural Laws</p> <p>Cause and effect</p> <p>Interactions</p>	<p>Identity</p> <p>Purpose</p> <p>Role, Similarities and Differences</p>	<p>Having knowledge about plants and animals in their local environment.</p> <p>Plant Life Cycles</p> <p>Classification</p> <p>Recycling</p> <p>citizenship</p> <p>caring</p>	
Learning experiences	<p>Learner Profile Items: Balanced, Reflective</p> <p>Attitudes: Independence, Respect</p> <p>Research Skills: Organizing Data</p> <p>Self-management Skills: Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Codes of Behaviour</p> <p>Thinking Skills: Application</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making</p> <p>Communication Skills: Listening, Speaking, Reading</p>	<p>Learner Profile Items: Thinkers, Risk-takers (Courageous)</p> <p>Attitudes: Appreciation, Enthusiasm</p> <p>Research Skills: Collecting Data, Recording Data, Organizing Data, Presenting Research</p> <p>Self-management Skills: Organization, Safety</p> <p>Thinking Skills: Comprehension, Application</p> <p>Social Skills: Accepting Responsibility, Cooperating</p> <p>Communication Skills: Listening, Speaking, Reading, Writing</p>	<p>Learner Profile Items: Communicators, Caring</p> <p>Attitudes: Cooperation, Creativity</p> <p>Self-management Skills: Fine Motor, Safety, Codes of Behaviour</p> <p>Social Skills: Accepting Responsibility, Respecting others</p> <p>Communication Skills: Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p>Learner Profile Items: Inquirers, Communicators</p> <p>Attitudes: Commitment, Cooperation, Curiosity</p> <p>Research Skills: Observing, Planning</p> <p>Self-management Skills: Organization</p> <p>Thinking Skills: Acquisition of knowledge, Evaluation</p> <p>Social Skills: Cooperating, Group decision making</p> <p>Communication Skills: Listening, Speaking</p>	<p>Learner Profile Items: Open-minded, Balanced</p> <p>Attitudes: Empathy, Integrity</p> <p>Research Skills: Formulating Questions, Observing</p> <p>Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Codes of Behaviour</p> <p>Thinking Skills: Acquisition of knowledge, Synthesis</p> <p>Social Skills: Cooperating, Group decision making</p> <p>Communication Skills: Listening, Speaking, Non-verbal, Viewing</p>	<p>Learner Profile Items: Caring, Reflective</p> <p>Attitudes: Curiosity, Respect</p> <p>Research Skills: Observing, Collecting Data, Organizing Data, Presenting Research</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension</p> <p>Social Skills: Accepting Responsibility</p> <p>Communication Skills: Reading, Writing</p>

Grade 2

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Transdisciplinary Theme	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.
Central idea	We use our senses to explore, experience, interpret and to communicate with the world around us.	People play games and sports for fun, learning, and competition.	Creativity helps us share new and unique ideas.	Learning about the Earth helps us understand our relationship with the planet.	We make systems for trading goods and services.	Biomes have shared and unique animals, plants, and climates.
Lines of inquiry	<ul style="list-style-type: none"> • How our senses work and how we use these senses. • How we use our senses to collect information about the world around us. • What we need our senses for • How do people adapt to the loss of a sense 	<ul style="list-style-type: none"> • Through Sports and Games we gain a perspective of ourselves and others. • Sports games have changed over time. • Through Sports and games we connect to one another. • Sports and games are accessible and enjoyed by everyone 	<ul style="list-style-type: none"> • Creative expression through poetry • Reasons for creativity • Impacts of creativity on people and society 	<ul style="list-style-type: none"> • Understanding our impacts and responsibilities on the earth • How weather and natural disasters can affect our lives • Our planet and its characteristics 	<ul style="list-style-type: none"> • Different cultures and communities are connected through currency • Goods and services are exchanged based on value • Needs and desires are influenced by the community 	<ul style="list-style-type: none"> • A wide variety of biomes exist on our planet. • Each biome has specific characteristics • Plants and animals adapt to, and thrive in, particular biomes
Subject focus	German, English, Visual Arts, Music, PSPE	German, Visual Arts, Music	English, Visual Arts, Music	German, Science, English, Visual Arts	German, Mathematics, Visual Arts, Social Studies, Music	German, Science, ICT, Visual Arts, Music, English
Key concepts	Function, Connection, Perspective	Change, Connection, Perspective	Form, Function, Perspective	Causation, Change, Responsibility	Function, Connection, Perspective	Causation, Connection, Reflection
Related concepts	Communication: how do we use our senses to communicate with one another	Influence Competition	Pattern Structure English: meter of poetry	Climate Weather	Systems Natural resources Order	Tundra, Polar, Tropical rain forests, Deserts, Marine, Freshwater. Temperate Forests, Grasslands.

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Adaptation: how can people adapt if they lose a sense	Movement Celebration Interests	Visual Arts: identifying different types of artistic expression (abstract art, surrealism)	Cycles Transformation Matter	Invention Supply and demand	Adaptation Evolution Systems	
Experimentation	civilisation	Dance: Structure of dances learned in class, and structure of dances created by students who choose to add dance to their performance. Music: Structure of pieces learned in music lessons, and songs written by the students.	Environment	Co-operation Interaction Culture Lifestyle Empathy	Habitats, food chains, climate Organisms Classification Communication Roles Co-operation	
Through experimentation, observation and recording experiences students will explore how human beings adapt to the loss of a sense.						
Music: Exploration of creating and responding with the absence of different senses.		Imagination				
		English students will connect to the creating with words. Art, will be creation through color and pictures Music creativity with sounds Dance creativity though movement. Expression				
		Culture PSPE can be added:				
Learning experiences	Learner Profile Items: Communicators, Reflective Attitudes: Curiosity, Empathy	Learner Profile Items: Communicators, Balanced Attitudes: Cooperation, Enthusiasm, Integrity	Learner Profile Items: Open-minded, Risk-takers (Courageous) Attitudes: Confidence, Creativity, Enthusiasm	Learner Profile Items: Inquirers, Thinkers Attitudes: Curiosity Research Skills: Formulating Questions,	Learner Profile Items: Knowledgeable Attitudes: Independence	Learner Profile Items: Principled, Caring Attitudes: Appreciation, Commitment, Respect

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<p>Research Skills: Observing, Presenting Research</p> <p>Self-management Skills: Fine Motor, Spatial Awareness, Informed Choices</p> <p>Communication Skills: Listening, Speaking, Reading, Viewing, Presenting</p>	<p>Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Safety, Healthy Lifestyles, Codes of Behaviour</p> <p>Thinking Skills: Acquisition of knowledge</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p>Communication Skills: Listening, Speaking, Non-verbal</p>	<p>Self-management Skills: Spatial Awareness, Organization</p> <p>Thinking Skills: Synthesis</p> <p>Social Skills: Respecting others, Cooperating</p> <p>Communication Skills: Listening, Speaking, Presenting</p>	<p>Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Evaluation</p> <p>Social Skills: Accepting Responsibility</p> <p>Communication Skills: Presenting</p>	<p>Self-management Skills: Time Management, Codes of Behaviour</p> <p>Thinking Skills: Acquisition of knowledge</p> <p>Social Skills: Accepting Responsibility, Cooperating, Group decision making, Adopting a variety of group roles</p>	<p>Research Skills: Formulating Questions, Planning, Presenting Research</p> <p>Self-management Skills: Organization, Time Management</p> <p>Thinking Skills: Acquisition of knowledge</p> <p>Social Skills: Accepting Responsibility</p> <p>Communication Skills: Speaking, Writing, Non-verbal, Presenting</p>

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
Transdisciplinary Theme	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.
Central idea	The human body systems work with each other.	People move around the world for different reasons.	Though stories have different content, they often have a similar structure.	Things can change their form because of temperature.	We use time to organise ourselves.	Consuming (buying & using) products have an affect on people and on our planet's resources.
Lines of inquiry	<ul style="list-style-type: none"> The main functions of single body systems The interconnection of body systems Importance of healthy body systems 	<ul style="list-style-type: none"> Reasons for migration Children as immigrants How migration changes towns and cities. 	<ul style="list-style-type: none"> Planning a story (Form, Reflection) Structures of stories (Form) Familiar stories from different cultures (Perspective, Reflection) 	<ul style="list-style-type: none"> Temperature changes matter Scientific Method helps us reflect States and properties of matter Energy changes how systems work 	<ul style="list-style-type: none"> Cultural ideas of time (Form) How we organise our personal time (Responsibility) Personal events and time (Change) 	<ul style="list-style-type: none"> The reasons why we buy things Supply and demand Ethical consumerism
Subject focus	German, Science, Mathematics, Visual Arts, Music	Social Studies, ICT, German, English, Visual Arts, Music, BCS Language Curriculum	German, ICT, English, Music, Visual Arts	Science, ICT, Sports	Social Studies, ICT, Music, English, Mathematics, PSPE, Science, Visual Arts	Social Studies, ICT, Mathematics, English, Visual Arts
Key concepts	Function, Connection, Responsibility	Causation, Change, Perspective	Form, Perspective, Reflection	Form, Change, Reflection	Form, Change, Responsibility	Function, Causation, Responsibility
Related concepts	system interaction Choice, exercise,	War Push and pull factors: War, natural disaster, famine, persecution, employment, family, climate. community Adaptation or assimilation?	Structure. The readers theater took the perspective of the wolfs perspective of the 3 little pigs.	properties Cycles, temperature method (observation, data, recording)	Time and organgisation Seasons, Calendar Self-Management, Behaviour /Independence	resources and environment (related concept: interdependence) human and natural environment (related concept: impact)

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Resources and environment
(related concept:
sustainability)

Learning experiences**Learner Profile Items:**

Thinkers, Balanced

Attitudes: Appreciation, Respect

Research Skills: Planning, Collecting Data, Presenting Research

Self-management Skills: Spatial Awareness

Thinking Skills: Acquisition of knowledge, Synthesis

Social Skills: Cooperating, Group decision making

Communication Skills: Writing, Presenting

Learner Profile Items:

Open-minded, Caring

Attitudes: Curiosity, Empathy

Research Skills: Formulating Questions, Collecting Data, Recording Data

Self-management Skills: Organization, Time Management

Thinking Skills: Acquisition of knowledge,

Comprehension, Analysis, Synthesis

Social Skills: Respecting others

Communication Skills:

Listening, Speaking, Writing, Presenting

Learner Profile Items:

Communicators, Reflective

Attitudes: Confidence, Creativity

Self-management Skills: Fine Motor, Organization, Time Management

Thinking Skills:

Comprehension, Application, Analysis, Synthesis

Social Skills: Respecting others, Cooperating

Communication Skills:

Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Learner Profile Items:

Inquirers, Risk-takers (Courageous)

Attitudes: Enthusiasm, Independence

Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research

Self-management Skills: Organization, Time Management, Safety, Codes of Behaviour

Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

Social Skills: Cooperating, Resolving conflict, Group decision making

Communication Skills:

Reading

Learner Profile Items:

Knowledgeable, Balanced

Attitudes: Cooperation, Tolerance

Self-management Skills: Spatial Awareness, Organization, Time Management, Informed Choices

Thinking Skills: Acquisition of knowledge, Application

Social Skills: Accepting Responsibility, Respecting others, Cooperating,

Resolving conflict, Group decision making, Adopting a variety of group roles

Communication Skills: Listening, Presenting

Learner Profile Items:

Principled, Reflective

Attitudes: Commitment, Integrity

Research Skills: Formulating Questions, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research

Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Evaluation

Grade 4

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Transdisciplinary Theme	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.
Central idea	Beliefs, values, and culture have an impact on who we are.	Exploration leads to discoveries.	People express their ideas through architecture.	Technology affects us and our environment.	Communities work by making decisions together.	Humans impact the ocean.
Lines of inquiry	<ul style="list-style-type: none"> • Values make us who we are. • Belief systems influence culture and traditions. • There are five major belief systems. 	<ul style="list-style-type: none"> • Explorers have individual personal histories. • A variety of tools enable exploration. • Discoveries have a major effect on societies. 	<ul style="list-style-type: none"> • There are many elements of building design. • The use of buildings affects design. • We appreciate different styles of architecture. 	<ul style="list-style-type: none"> • Examples of technology • Our (in)dependence on technology • How society adapts to new technology • How do we use technology responsibly 	<ul style="list-style-type: none"> • We live in communities. • Communities are interconnected. • Decisions make communities work. 	<ul style="list-style-type: none"> • There are many complex characteristics of an ocean ecosystem • Energy is transferred between the organisms. • Humans have an impact on the ocean as a system.
Subject focus	German, ICT, Music, English, PSPE, Social Studies	German, Social Studies, English, Mathematics, Visual Arts, Music	German, Social Studies, Mathematics, English, Visual Arts	German, Science, Social Studies, ICT, Mathematics, Music, Visual Arts	German, ICT, Music, Visual Arts, PSPE, Social Studies	German, Science, ICT, Social Studies, English, Visual Arts, Music
Key concepts	Function, Causation, Reflection	Form, Causation, Perspective	Form, Function, Reflection	Function, Change, Connection, Responsibility	Function, Connection, Responsibility	Function, Connection, Responsibility
Related concepts	Belief Systems, Culture and traditions Values and Beliefs	navigation geography, mapping biographies	Design Structure Architectural style	electricity impact internet internet safety	Communities Interconnection Decision Making	Ecosystem Food Chain Human Impact
Learning experiences	Learner Profile Items: Open-minded, Balanced Attitudes: Respect, Tolerance	Learner Profile Items: Principled, Risk-takers (Courageous)	Learner Profile Items: Caring, Reflective Attitudes: Creativity, Independence	Learner Profile Items: Inquirers, Knowledgeable Attitudes: Appreciation, Curiosity	Learner Profile Items: Thinkers, Communicators Attitudes: Commitment, Cooperation	Learner Profile Items: Principled, Reflective Attitudes: Empathy, Integrity

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<p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p>Social Skills: Respecting others, Cooperating, Resolving conflict, Group decision making</p> <p>Communication Skills: Listening, Writing, Viewing, Presenting</p>	<p>Attitudes: Confidence, Enthusiasm</p> <p>Research Skills: Formulating Questions, Observing, Organizing Data</p> <p>Self-management Skills: Gross Motor, Spatial Awareness, Organization, Safety</p> <p>Thinking Skills: Acquisition of knowledge, Application</p> <p>Social Skills: Cooperating, Resolving conflict</p> <p>Communication Skills: Speaking, Writing, Non-verbal, Presenting</p>	<p>Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety</p> <p>Thinking Skills: Analysis, Evaluation</p> <p>Communication Skills: Presenting</p>	<p>Research Skills: Planning, Collecting Data, Recording Data, Organizing Data, Presenting Research</p> <p>Self-management Skills: Safety, Codes of Behaviour, Informed Choices</p> <p>Social Skills: Accepting Responsibility, Respecting others</p> <p>Communication Skills: Reading, Writing, Presenting</p>	<p>Research Skills: Observing, Planning, Presenting Research</p> <p>Self-management Skills: Organization</p> <p>Thinking Skills: Acquisition of knowledge, Application</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p>Communication Skills: Speaking, Presenting</p>	<p>Research Skills: Formulating Questions, Planning, Collecting Data, Organizing Data, Presenting Research</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating</p> <p>Communication Skills: Presenting</p>

Grade 5

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Transdisciplinary Theme	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.
Central idea	The choices we make affect our bodies now and in the future.	Ancient Civilizations have an impact on us today	Central ideas are used to guide in-depth inquiry and are intended to develop the understanding of elements of a specific transdisciplinary theme based upon their lines of inquiry.	The sun has a role in the galaxy	The political systems determine how we organize ourselves and whose voices are heard.	All children have rights
Lines of inquiry	<ul style="list-style-type: none"> • How food impacts our bodies • Healthy Exercises • Importance of mental health 	<ul style="list-style-type: none"> • What is a civilization • Rise and fall of civilization • Artifacts are symbols of civilizations 		<ul style="list-style-type: none"> • The role of the Sun in our Solar System • How does the Sun's energy transfer to living organisms. • Use of solar energy 	<ul style="list-style-type: none"> • Forms of government around the world • Levels of government (cities, states etc) • What it means to be a citizen 	<ul style="list-style-type: none"> • Children's Rights and responsibilities • The equality in rights around the world • Children's rights in the UNCRC
Subject focus	German, Science, English, Mathematics, PSPE, Social Studies, Visual Arts	German, ICT, Social Studies, Mathematics, English, Visual Arts	German, Mathematics, Visual Arts	German, French, Spanish, Science, ICT, English, Visual Arts, Music	German, French, Spanish, English, Mathematics, Music	German, French, Spanish, Social Studies, ICT, Visual Arts, English, Mathematics, Music
Key concepts	Connection, Responsibility, Reflection	Form, Causation, Reflection		Form, Function, Connection	Function, Perspective, Responsibility	Causation, Perspective, Responsibility
Related concepts	Science- well-being, balance, behavior, responsibility English- audience, purpose, influence	Objects as symbols History		Science- energy, structure Photosynthesis, parts of plant Properties	Social Studies: systems, citizenship, organization English: research, form, opinion Social Studies: lifestyles, culture	social studies: rights, equality, identity social studies: rights, equality,

	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
	Physical Education- health, nutrition, exercise English- meaning, responding Physical Education- exercise, health, lifestyle			Science- processes, technology, Interaction, systems	Social Studies: citizenship, governments, rights English: research, responding	
Learning experiences	<p>Learner Profile Items: Balanced, Reflective</p> <p>Attitudes: Commitment, Respect</p> <p>Self-management Skills: Gross Motor, Fine Motor, Organization, Time Management, Safety, Healthy Lifestyles, Informed Choices</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation</p> <p>Communication Skills: Listening, Speaking, Reading, Writing</p>	<p>Learner Profile Items: Thinkers, Open-minded</p> <p>Attitudes: Appreciation, Curiosity</p> <p>Research Skills: Observing</p> <p>Self-management Skills: Organization, Time Management, Codes of Behaviour</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Synthesis</p> <p>Social Skills: Accepting Responsibility, Group decision making</p> <p>Communication Skills: Speaking, Writing, Viewing, Presenting</p>	<p>Learner Profile Items: Inquirers, Communicators, Risk-takers (Courageous)</p> <p>Attitudes: Confidence, Cooperation, Independence</p> <p>Research Skills: Formulating Questions, Planning, Collecting Data, Recording Data, Organizing Data, Presenting Research</p> <p>Self-management Skills: Spatial Awareness, Organization, Time Management</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Evaluation</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p>Communication Skills: Listening, Speaking, Reading, Writing, Presenting</p>	<p>Learner Profile Items: Inquirers, Knowledgeable</p> <p>Attitudes: Curiosity, Enthusiasm</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Social Skills: Respecting others, Cooperating, Resolving conflict, Group decision making</p> <p>Communication Skills: Reading, Writing, Presenting</p>	<p>Learner Profile Items: Knowledgeable, Principled</p> <p>Attitudes: Integrity, Tolerance</p> <p>Research Skills: Observing</p> <p>Self-management Skills: Organization, Codes of Behaviour</p> <p>Thinking Skills: Analysis</p> <p>Social Skills: Respecting others, Resolving conflict</p> <p>Communication Skills: Speaking, Presenting</p>	<p>Learner Profile Items: Communicators, Open-minded, Caring</p> <p>Attitudes: Appreciation, Empathy, Respect, Tolerance</p> <p>Research Skills: Planning</p> <p>Self-management Skills: Organization</p> <p>Thinking Skills: Application, Metacognition</p> <p>Social Skills: Respecting others, Cooperating</p> <p>Communication Skills: Listening, Writing</p>