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Theme	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
Description of the theme						
Central idea	Students understand that:		Students understand that:		Students understand that:	Students understand that:
	Identity grows from physical traits, personal qualities and feelings.		Manners affect others		Organization influences daily life	Marine wildlife impacts the balance of ecosystems
Lines of inquiry	An inquiry into:		An inquiry into:		An inquiry into:	An inquiry into:
	1. Who am I		1. Basic manners		1. Daily routine	1. Water animals and plants
	2. My physical and personal characteristics		2. Importance of manners		2. Sense of time management	2. Differences between water and land life
	3. Feelings		3. Group decision making		3. Time concept	3. Impact of pollution on water life
Specified concepts	Perspective, form, connection, change		form, responsibility, function		Function, causation, connection	Form, connection, causation
Additional Concepts	Identity, rights, rules, routines		behaviour, fairness		Chronology, impact, interdependence	Adaptation, interdependence
Grade 1						

Theme	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
Description of the theme	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.	Orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations from local and global perspectives.	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.	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.	Interconnectedness of human-made systems and communities; the structure and function of organizations; social decision- making; economic activities and their impact on humankind and the environment.	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 physical and mental characteristics make people unique	Traditions and celebrations show similarities and differences between cultures	People express in many forms using thoughts and ideas in many various ways	The use of water reflects the people in a community	Being part of the school community brings different responsibilities	Sharing Earth with plants brings responsibilities
Lines of inquiry	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:
	1. The physical body	1. Traditions and celebrations in our lives	1. Text formats and elements	1. Properties and sources of water	1. Grade one and a school community	1. Life cycle of a plant
	2. The senses connections with the world	2. How and why people celebrate	2. Points of perspective	2. Consequences of water use	2. Class routines and processes	2. Caring for plants
	3. Mindfulness	3. Important events in human lives	3. Communication	3. The rational use of water	3. Our responsibilities as learners	3. Contribution of plants to life on Earth
Specified concepts	Form, connection, perspective	Causation, function, perspective	Form, perspective, connection	Change, causation, responsibility	Form, function, responsibility	Change, responsibility, connection
Additional Concepts	Interdependence, behaviour, properties	Similarities, differences, role, beliefs	Structure, subjectivity, interpretation	Properties, cycle, initiative	Structure, pattern, value	Growth, cycles, interdependence, initiative

Grade 2						
Theme	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
Description of the theme	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	Orientation in place and time ; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	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.	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.	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.	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.
	Students understand that:	Students understand that:	Students understand that:	Students understand that:	Students understand that:	Students understand that:
Central idea	Participation shapes roles and responsibilities in a class community.	The way people communicate evolves over time	People express feelings and ideas through arts in various ways.	Different ecosystems construct the natural world	The choices influence health in different ways.	Animal groups and their characteristics impact each other.
Lines of inquiry	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:
	1. Class climate	1. How has communication between people changed over time	1. Emotions can be expressed through the arts in various ways	1. Different ecosystems	1. Being healthy	1. Characteristics of animals
	2. The art of working together	2. Communication inventions through time	2. Artists and their artworks	2. Changes in ecosystems	2. Different perspectives of how physical activity and dietary choices affect our lives	2. Food chains connect animals
	3. Action vs consequences	3. Comparing and contrasting different communication devices	3. Personal responses to creative work	3. Human impact	3. Healthy lifestyle habits	3. Classification of animals
Specified concepts	function, responsibility, causation	Change, form, function	change, connection, perspective	form, change, responsibility	form, perspective, responsibility	function, connection, form
Additional Concepts	role, consequence Communication, Rights, Values	Behaviour, Properties, Adaptation, transformation	Growth, interdependence, subjectivity, opinion	Ecosystems, interdependence, sustainability	impact, structure, initiative	System, pattern, properties, similarities, differences, relationships, networks

Grade 3						
Theme	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
Description of the theme	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 exploration of our orientation in place and time ; of our personal histories and geographies; homes and journeys; the discoveries, explorations and migrations of humankind ; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	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.	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.	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.	rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and relationship within and between them, access to equal opportunities, peace and conflict resolution.
Central idea	Students understand that:	Students understand that:	Students understand that:	Students understand that:	Students understand that:	Students understand that:
	Individual perception of the world influences ones thinking.	Explorations lead to discoveries, opportunities and new understandings.	The design of buildings and structures is dependent upon the environment and available materials.	Weather conditions impact people's lives.	In various situations people work and communicate differently.	Children worldwide face various challenges and risks.
Lines of inquiry	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:
	1. How the senses work	1. Nature and other tools we use to orientate	1. Buildings and structures and materials used	1. Difference between weather and climate	1. Forms of communication	1. Rights are connected to responsibilities
	2. What the brain does	2. Who the early explorers were and their explorations	2. Architecture reflects the needs creatively	2. Reasons for weather changes	2. Conflict resolution	2. Children's rights around the world
	3. Dealing with sensory limitations	3. Impact of discoveries	3. Indigenous architecture	3. Weather problems: people and places are affected by the weather	3. Self-reflective student in various situations	3. What happens if we don't accept our responsibilities
Specified concepts	function, Connection, responsibility	function, form, causation	causation, change, connection	form, change , connection	form, function, perspective	Connection, perspective, responsibility

Additional Concepts	Systems, role, interdependence, initiative	systems, role, consequences	Structure, adaptation, interdependence	adaptation, initiative, consequences	similarities, communication, truth	relationships, subjectivity, rights
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Grade 4						
Theme	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
Description of the theme	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	Orientation in place and time ; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind ; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.	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.	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.	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.	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	Students understand that:	Students understand that:	Students understand that:	Students understand that:	Students understand that:	Students understand that:
	Beliefs, values and culture have an impact on individuals.	Past civilisations have influenced present day societies.	Stories come in different forms.	Initiative promotes responsible use of natural resources.	Transportation systems around the world affect our lives in different ways.	Classifying ecosystems establishes balance and supports sustainability.
Lines of inquiry	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:
	1. Main world religions	1. Past civilizations	1. Myths, legends, tales and fables around the world	1. How renewable and non-renewable energy sources change	1. Impact of transportation	1. Elements in different ecosystems
	2. Common views of different religions	2. Daily life in past civilizations	2. Similarities and differences between fables, myths, tales and legends	2. Use of energy in today's world	2. Safety and traffic manners	2. Conservation actions in different ecosystems
	3. Values promoted by different religions	3. Past civilizations and their influence on present-day societies	3. Characterization, plot development and the role of setting	3. Saving energy	3. Society decision making	3. Significant events that affect the balance of an ecosystem and their consequences
Specified concepts	Form, function, perspective	form, function, change	Form, Function, Perspective	change, function, responsibility,	causation, responsibility, function	causation, connection, responsibility

Additional Concepts	religion, traditions, values, beliefs	Discovery, innovation, continuity	Structure, pattern, truth	initiative, transformation, behaviour	discovery, safety, transportation, interdependence	classification, ecosystems, balance
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Grade 5						
Theme	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
Description of the theme	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; of what it means to be human.	Orientation in place and time; personal histories, homes, and journeys; the discoveries, explorations and migration of humankind; the relationship between and interconnectedness of individuals and civilization, from local and global perspectives.	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.	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.	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.	Rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	Students understand that:	Students understand that:	Students understand that:	Students understand that:	Students understand that: *individual students CI	Students understand that:
	Human bodies react in different ways to external and internal influences.	There are different ways of interpreting how man has evolved over time.	People use various codes to communicate non-verbally for a number of purposes.	Diverse planet habitats offer different opportunities for hosting life.	PYPX	There are many ways to conserve animals.
Lines of inquiry	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:
	1. External and internal influences	1. Theories about the evolution of man	1. Ways of non-verbal communication	1. The positions and function of space bodies in our Solar System		1. Endangered animals and reasons for them
	2. Consequences of influences	2. Reasons for migration through pre-historic time	2. Reasons for different codes	2. Space bodies' suitability for human/Earth life (organisms, plants, animals, humans)		2. Importance of animals for the balance of nature;
	3. Dealing with influences	3. Evolution of a man through time	3. Use of recording systems	3. Missions to space bodies finding evidence of life		3. Conservation of animals
Specified concepts	form, change responsibility	perspective, causation, change;	form, causation, function	function, connection, perspective		causation, connection, responsibility

Additional Concepts	Properties, impact, values	beliefs, prehistory/history (timeline), evolution, adaptation, migration	innovation, communication, codes	Systems, sustainability, evidence		endangered, conservation, balance
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