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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	An inquiry into identity as individuals and as part of a collective through: - physical, emotional and spiritual health and well-being; - relationships and belonging; - learning and growing		An inquiry into the diversity of voice, perspectives, and expression through: - inspiration, imagination, creativity; - personal, social, and cultural notes and practices of communication; - intentions, perceptions, interpretations, and responses		An inquiry into systems, structures, and networks through: - interactions with and between social and ecological systems; - approaches to livelihoods and trade practice; intended and unintended consequences; - representation, collaboration, and decision-making	An inquiry into the interdependence of human and natural worlds through: - rights, responsibilities, and dignity of all; - pathways to just, peaceful, and reimagined futures; - nature, complexity, coexistence, and wisdom
Central idea	Students understand that:		Students understand that:		Students understand that:	Students understand that:
	Identity develops through characteristics and experiences.		Behaviour influences how others interpret and respond.		Systems and routines shape community functioning.	Interdependence supports balance within 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, change		form, responsibility, function		Function, causation, connection	Form, connection, causation
Additional Concepts	Identity, socialisation/learning		behaviour, rights		System, impact,	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	An inquiry into identity as individuals and as part of a collective through: - physical, emotional and spiritual health and well-being; - relationships and belonging; - learning and growing	An inquiry into histories and orientation in place, space and time through: - periods, events and artifacts; - communities, heritage, culture and environment; - natural and human drivers of movement, adaptation and transformation	An inquiry into the diversity of voice, perspectives, and expression through: - inspiration, imagination, creativity; - personal, social, and cultural notes and practices of communication; - intentions, perceptions, interpretations, and responses	An inquiry into the understandings of the world and phenomena through: - patterns, cycles, systems; - diverse practices, methods, and tools; - discovery, design, innovation, possibilities, and impacts	An inquiry into systems, structures, and networks through: - interactions with and between social and ecological systems; - approaches to livelihoods and trade practice - intended and unintended consequences; - representation, collaboration, and decision-making	An inquiry into the interdependence of human and natural worlds through: - rights, responsibilities, and dignity of all; - pathways to just, peaceful, and reimagined futures; - nature, complexity, coexistence, and wisdom
Central idea	Connections between mind and body influence well-being and identity.	Culture shapes similarities and differences in traditions and celebrations.	Expression connects ideas, perspectives and communication.	Human actions impact the use of natural resources	Roles and responsibilities support how a community work.	Living things depend on care and responsibility.
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. 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	Identity, self, well-being	Similarities, differences, beliefs	Structure, subjectivity, interpretation	Properties, cycle, initiative	Structure, pattern, value	Growth, cycles, interdependence

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	Students understand that:	Students understand that:	Students understand that:	Students understand that:	Students understand that:	Students understand that:
Central idea	Choices and habits influence personal health and well-being.	Communication changes as people invent and adapt.	Ideas and feelings shape artistic expressions.	Different ecosystems construct the natural world.	Class roles grow from responsibilities and choices.	Animal characteristics influence their function in a connected system
Lines of inquiry	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:
	1. Being healthy	1. How has communication between people changed over time	1. Emotions can be expressed through the arts in various ways	1. Different ecosystems	1. Class climate	1. Characteristics of animals
	2. Different perspectives of how physical activity and dietary choices affect our lives	2. Communication inventions through time	2. Artists and their artworks	2. Changes in ecosystems	2. The art of working together	2. Food chains connect animals
	3. Healthy lifestyle habits	3. Comparing and contrasting different communication devices	3. Personal responses to creative work	3. Human impact	3. Action vs consequences	3. Classification of animals
Specified concepts	form, perspective, responsibility	Change, form, function	change, connection, perspective	form, change, responsibility	function, responsibility, causation	function, connection, form
Additional Concepts	impact, initiative	Adaptation, transformation	subjectivity, opinion	Ecosystems, interdependence, sustainability	Rights, Values	System, properties, similarities

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Central idea	Students understand that:	Students understand that:	Students understand that:	Students understand that:	Students understand that:	Students understand that:
	Perception comes from senses and brain working together.	Explorations lead to discoveries and new understandings.	Communication and collaboration help communities solve problems.	Patterns and changes in natural systems guide human choices.	Design connects human needs, creativity and the environment.	Rights and responsibilities support wellbeing in communities.
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. Forms of communication	1. Difference between weather and climate	1. Buildings and structures and materials used	1. Rights are connected to responsibilities
	2. What the brain does	2. Who the early explorers were and their explorations	2. Conflict resolution	2. Reasons for weather changes	2. Architecture reflects the needs creatively	2. Children's rights around the world
	3. Dealing with sensory limitations	3. Impact of discoveries	3. Self-reflective student in various situations	3. Weather problems: people and places are affected by the weather	3. Indigenous architecture	3. What happens if we don't accept our responsibilities
Specified concepts	function, Connection, responsibility	function, form, causation	form, function, perspective	form, change , connection	causation, change, connection	Connection, perspective, responsibility
Additional Concepts	Systems, role, interdependence	Adaptation, consequences, orientation	similarities, communication, truth	Patterns, initiative, consequences	Structure, adaptation, creativity	relationships, subjectivity, rights

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Central idea	Students understand that:	Students understand that:	Students understand that:	Students understand that:	Students understand that:	Students understand that:
	Beliefs and values have an impact on identity and guide behaviour.	Past civilisations contribute to the development of present-day societies.	Stories use structure and creativity to communicate ideas.	Responsible choices support the sustainable use of resources.	Choices in a system affect everyone in the community.	Ecosystem balance depends on relationships among living and non-living elements.
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, values, beliefs	Discovery, innovation, continuity	Structure, pattern, creativity	initiative, transformation, behaviour	discovery, safety, transportation	classification, ecosystems, balance

Grade 5						
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Central idea	Students understand that:	Students understand that:	Students understand that:	Students understand that:	Students understand that: *individual students CI	Students understand that:
	Health and well-being relate to internal and external factors.	There are different ways of interpreting how human have evolved over time.	People use various codes to communicate non-verbally for a number of purposes.	Possible life relates to planetary system and scientific evidence.	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 humans	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 humans 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	evolution, adaptation, migration	innovation, communication, codes	Systems, sustainability, evidence		endangered, conservation, balance