



Pre kinder					
Unit 1 6 rotations		Unit 2 6 rotations	Unit 3 6 rotations		Unit 4 6 rotations
<p>Who we are An inquiry into the nature of 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.</p> <p>Central idea: Learning about ourselves and others helps us gain a sense of belonging. Key concepts: Form, Function Related concepts: Identity, Well-being Lines of inquiry:</p> <ul style="list-style-type: none"> Learning about myself How family members help and relate to each other. Families share stories and traditions <p>ATL: Communication, Self-management, Thinking Learner profile: Reflective, Thinkers Subject focus: Social Studies, Science, Physical Education, Language, Music</p>		<p>How we express ourselves 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.</p> <p>Central idea: Playing is a way to express feelings and learn new ideas. Key concepts: Connection, Function Related concepts: Motion, Fair play Lines of inquiry:</p> <ul style="list-style-type: none"> Games have rules and structure. Feelings can change when we have and solve conflicts. Learning through games. <p>ATL: Social, Self-management, Thinking Learner profile: Communicators, Open-minded Subject focus: Social studies, Science, Music, Physical Education</p>	<p>How the world works 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. Central idea: The natural world has observable and measurable patterns. Key concepts: Change, Causation Related concepts: Order, Comparison Lines of inquiry:</p> <ul style="list-style-type: none"> The effect of sunlight on Earths' surface. Motions of the Sun and Moon are predictable. Elements have attributes that help us to organize them <p>ATL: Research, Thinking, Social Learner profile: Risk-takers, Knowledgeable Subject focus: Science, Language, Math, Social studies</p>		<p>Sharing the planet 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.</p> <p>Central idea: Living things share resources to grow and survive. Key concepts: Responsibility, Connection Related concepts: Growth, Adaptation Lines of inquiry:</p> <ul style="list-style-type: none"> Living things have observable features. Living things have basic needs including food and water. Water has various vital uses Human's responsibility towards water. <p>ATL: Research, Communication, Thinking Learner profile: Inquirers, Caring Subject focus: Science, Social studies, Language</p>



Kinder					
Unit 1 7 rotations	Unit 2 6 rotations	Unit 3 6 rotations	Unit 4 7 rotations	Unit rotations	Unit rotations
<p>Who we are An inquiry into the nature of 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.</p> <p>Central idea: Preferences and interactions make people unique. Key concepts: Perspective, Connection. Related concepts: Identity, Interaction Lines of inquiry:</p> <ul style="list-style-type: none"> • Preferences and experiences build my personality. • Interactions between people, plants and animals. • Respecting differences in others. <p>ATL: Self- management, Communication Learner profile: Open minded, Caring, Balanced Subject focus: Social studies, Science. Language, Arte, Physical Education, Música</p>	<p>Where we are in place and time 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 civilizations, from local and global perspectives.</p> <p>Central idea: The past and present help us build our story. Key concepts: Causation, Change Related concepts: Sequence, Adaptation Lines of inquiry:</p> <ul style="list-style-type: none"> • Stories tell about past events, people and situations. • Phenomena (weather) those impacts humans' activities. • Observations allow me to make changes <p>ATL: Research, Thinking Learner profile: Thinker, Knowledgeable Subject focus: Social studies, Science, Language</p>	<p>How we express ourselves 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.</p> <p>Central idea: People communicate feelings and thoughts in different ways. Key concepts: Perspective, Responsibility Related concepts: Interaction, Communication Lines of inquiry:</p> <ul style="list-style-type: none"> • Different ways to communicate my feelings • Elements of culture that tell about our history • People solve problems in creative ways <p>ATL: Communication, Social Learner profile: Thinkers, Communicators, Principled. Subject focus: Language, Social Studies, Art, Music</p>	<p>How the world works 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.</p> <p>Central idea: People experiment to understand the world. Key concepts: Function, Form, Perspective Related concepts: Motion, Choice Lines of inquiry:</p> <ul style="list-style-type: none"> • An investigation follows a process. • Tools and techniques used to investigate. • My responsibility when working in groups. <p>ATL: Research, Thinking Learner profile: Inquirer, Risk-taker, Reflective Subject focus: Science, Physical Education, Language</p>		



Transition					
Unit 1 3 rotations	Unit 2 4 rotations	Unit 6 4 rotations	Unit 5 4 rotations	Unit 3 4 rotations	Unit 4 4 rotations
<p>Who we are An inquiry into the nature of 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.</p> <p>Central idea: Respecting the perspectives of others helps people resolve conflict. Key concepts: Perspective, Responsibility Related concepts: Cooperation, Relationships Lines of inquiry:</p> <ul style="list-style-type: none"> Personal contributions to solving relational situations. Citizens follow codes of conduct with a community. Benefits and consequences of respecting the perspectives of others. <p>ATL: Social, Self-management, Thinking Learner profile: Reflective, Principled Subject focus: Social studies, Physical Education, Language, Religion</p>	<p>Where we are in place and time 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 civilizations, from local and global perspectives.</p> <p>Central idea: Discoveries impact the way civilizations live. Key concepts: Change, Connection Related concepts: Role, Interaction Lines of inquiry:</p> <ul style="list-style-type: none"> Technological discoveries over time The way people lived in the past is different from the present Using explorations to explore patterns <p>ATL: Social, Research, Thinking Learner profile: Inquirers, Open minded Subject focus: Social Studies, Language, Arts</p>	<p>How we express ourselves 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.</p> <p>Central idea: Cultures tell and record stories about the way people live. Key concepts: Form, Perspective Related concepts: Appreciation, Genre Lines of inquiry:</p> <ul style="list-style-type: none"> Stories tell about different places or cultures Stories can be shared from different points of view The way stories are recorded and retold <p>ATL: Communication, Thinking Learner profile: Communities, Knowledge Subject focus: Language, Arts, Social Studies, Music</p>	<p>How the world works 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.</p> <p>Central idea: Living things are interconnected. Key concepts: Form, Causation Related concepts: Interdependence, Transformation Lines of inquiry:</p> <ul style="list-style-type: none"> The characteristics of living and non-living things. The Sun's connections to living things. Geographic location impacts an ecosystem. <p>ATL: Communication, Research, Thinking Learner profile: Caring, Thinkers Subject focus: Science, Language, Social Studies, Math, Art</p>	<p>How we organize ourselves 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.</p> <p>Central idea: People rely on each other to meet their needs. Key concepts: Responsibility, Function Related concepts: Consequences, Lifestyles Lines of inquiry:</p> <ul style="list-style-type: none"> Why communities need different kinds of jobs and how jobs are connected Specialized skills and tools required for certain professions Taking responsibility within the community <p>ATL: Self-management, Thinking Learner profile: Balanced, Risk-takers Subject focus: Physical Education, Language, Social Studies</p>	<p>Sharing the planet 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.</p> <p>Central idea: Communities are organized to help us function. Key concepts: Change, Function Related concepts: Survival, Structure Lines of inquiry:</p> <ul style="list-style-type: none"> The similarities and differences between Mushaisa and other places. Mapping places within a community demonstrates locational purpose. The ways people use resources to meet their needs <p>ATL: Social, Thinking Learner profile: Caring, Principled Subject focus: Social studies, Language, Arts, Physical Education</p>



First Grade					
Unit 1 3 rotations	Unit 6 4 rotations	Unit 4 5 rotations	Unit 3 4 rotations	Unit 5 4 rotations	Unit 2 4 rotations
<p>Who we are An inquiry into the nature of 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.</p> <p>Central idea: Our choices influence relationships Key concepts: Responsibility, Perspective, Causation Related concepts: Conflict, Choice Lines of inquiry:</p> <ul style="list-style-type: none"> • Ways to communicate • Individuals work together to solve conflicts • People behave differently when in certain situations <p>ATL: Communication, Social Learner profile: Communicators, Principled Subject focus: Social studies, Language, Physical Education</p>	<p>Where we are in place and time 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 civilizations, from local and global perspectives.</p> <p>Central idea: The past and present affect the future. Key concepts: Change, Form Related concepts: Properties, Transformation Lines of inquiry:</p> <ul style="list-style-type: none"> • The relationship between time and technology • Humans use technology for specific purposes • Advances in technologies and tools are always improving <p>ATL: Thinking, Research Learner profile: Inquirers, Knowledgeable Subject focus: Science, Social studies, Information Technology</p>	<p>How we express ourselves 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.</p> <p>Central idea: Human culture and traditions shape the way we express ourselves. Key concepts: Perspective, Connection, Causation Related concepts: Behavior, Beliefs Lines of inquiry:</p> <ul style="list-style-type: none"> • Culture is communicated in many ways. • Social expectations differ among cultures. • People have different perspectives and emotions about traditional events. <p>ATL: Social, Communication Learner profile: Open-minded, Risk-taker Subject focus: Social studies, Language, Physical Education, Music, Art</p>	<p>How the world works 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.</p> <p>Central idea: Knowing our planet's physical features helps us to understand our world. Key concepts: Change, Causation Related concepts: Evolution, Adaption Lines of inquiry:</p> <ul style="list-style-type: none"> • Features on Earth's landscape change over time. • Change in land is affected by humans and nature. • The impacts of water. <p>ATL: Research, Self-management Learner profile: Inquirer, Thinking Subject focus: Science</p>	<p>How we organize ourselves 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.</p> <p>Central idea: Systems help to satisfy wants and needs in communities. Key concepts: Responsibility, Function, Perspective Related concepts: Systems, Citizenship Lines of inquiry:</p> <ul style="list-style-type: none"> • Humans adapt their lifestyle according to available resources. • Systems exist to support different wants and needs. • Institutions provide resources to communities. <p>ATL: Social, Self-management, Learner profile: Balanced, Reflective Subject focus: Social studies, Math</p>	<p>Sharing the planet 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.</p> <p>Central idea: Life on Earth is dependent on a balanced relationship among living things. Key concepts: Form, Connection Related concepts: Interdependence, Equilibrium Lines of inquiry:</p> <ul style="list-style-type: none"> • Location influences communities • The relationship between plants and animals is essential for survival. • Interactions between humans and nature. <p>ATL: Research, Thinking Learner profile: Caring, Knowledgeable Subject focus: Social studies, Science</p>



Second Grade					
Unit 1 4 rotations	Unit 2 4 rotations	Unit 6 4 rotations	Unit 5 4 rotations	Unit 3 4 rotations	Unit 4 4 rotations
<p>Who we are An inquiry into the nature of 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.</p> <p>Central idea: Relationships influence our perspective and the way we interact with others. Key concepts: Connection, Form Related concepts: Patterns and Relationships Lines of inquiry:</p> <ul style="list-style-type: none"> How individuals are influenced by others. Patterns in inheritance and cultures. Cultural characteristics around the world <p>ATL: Self-Management, Thinking Learner profile: Reflective, Caring Subject focus: Social studies, Science, Arts, Music,</p>	<p>Where we are in place and time 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 civilizations, from local and global perspectives.</p> <p>Central idea: Tools and representations of the Earth give us information and help us migrate. Key concepts: Function, Change Related concepts: Location, Migration Lines of inquiry:</p> <ul style="list-style-type: none"> Tools used to collect information for exploring. Different representations of the Earth How explorers migrated for humankind <p>ATL: Thinking, Social Learner profile: Inquirers, Knowledgeable Subject focus: Social studies, Science, Language</p>	<p>How we express ourselves 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.</p> <p>Central idea: Artistic expressions help us learn about ourselves and culture. Key concepts: Form, Perspective, Change Related concepts: Identity, Expression Lines of inquiry:</p> <ul style="list-style-type: none"> Folktales, legends, songs and stories of various cultures. Different forms of art. People create art for a purpose. <p>ATL: Thinking, Communication Learner profile: Communicators, Risk-takers Subject focus: Arts, Music, Social Studies, Language</p>	<p>How the world works 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.</p> <p>Central idea: Cause and effect relationships have an impact on the natural world. Key concepts: Causation, Function Related concepts: Motion, Force Lines of inquiry:</p> <ul style="list-style-type: none"> Forces and their connections The way science and technology impact society. The design process used to make work easier. <p>ATL: Thinking, Research Learner profile: Knowledgeable, Thinkers Subject focus: Science, Social studies</p>	<p>How we organize ourselves 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.</p> <p>Central idea: Societal organizations help solve problems. Key concepts: Function, Responsibility Related concepts: Systems, Community Lines of inquiry:</p> <ul style="list-style-type: none"> Types of societal groups that provide support. The implications of needs on communities. How organization is structured. <p>ATL: Thinking, Research Learner profile: Principled, Inquirers Subject focus: Social studies, Science</p>	<p>Sharing the planet 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.</p> <p>Central idea: The availability of resources over time impacts living things and their environment. Key concepts: Change, Responsibility, Causation Related concepts: Survival, Sustainability Lines of inquiry:</p> <ul style="list-style-type: none"> How organisms have changed over time The impact of the environment on living things Depletion of resources <p>ATL: Thinking, Research Learner profile: Balanced, Open-minded Subject focus: Science, Social studies</p>



Third Grade					
Unit 5 4 rotations	Unit 4 4 rotations	Unit 6 4 rotations	Unit 2 4 rotations	Unit 3 5 rotations	Unit 1 4 rotations
<p>Who we are An inquiry into the nature of 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.</p> <p>Central idea: A healthy lifestyle can be maintained in different ways. Key concepts: Responsibility, Connection, Change Related concepts: Interaction, Equilibrium Lines of inquiry:</p> <ul style="list-style-type: none"> • Actions that contribute to well-being • Our choices have consequences • We have a relationship with ourselves and others <p>ATL: Communication, Thinking Learner profile: Communicators, Thinkers Subject focus: Social studies, Science, Religion, Physical Education, Music, Language</p>	<p>Where we are in place and time 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 civilizations, from local and global perspectives.</p> <p>Central idea: The legacy of ancient civilizations influences people and society today. Key concepts: Perspective, Causation Related concepts: Diversity, Ethnicity Lines of inquiry:</p> <ul style="list-style-type: none"> • Culture influence people's daily lives. • Society changes in different ways • Cause and effect relationships in history <p>ATL: Self-management, Research Learner profile: Open-minded, Balanced Subject focus: Social studies, Music, Language</p>	<p>How we express ourselves 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.</p> <p>Central idea: By understanding how expression happens, we can appreciate the aesthetic. Key concepts: Perspective, Connection, Causation Related concepts: Transformation, Roles Lines of inquiry:</p> <ul style="list-style-type: none"> • The different ways of expressions. • How expressions change over time. • The aesthetic value of our surroundings. <p>ATL: Thinking, Social Learner profile: Thinkers, Communicators Subject focus: Science, Social Studies, Music, Drama, Arts,</p>	<p>How the world works 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.</p> <p>Central idea: Human activity impacts societal transformation. Key concepts: Change, Connection Related concepts: Adaptation, Contribution Lines of inquiry:</p> <ul style="list-style-type: none"> • People satisfy needs and wants through goods and services • Production of goods, technology, communication, and transportation affect human activity • People use patterns to transfer information <p>ATL: Thinking, Research Learner profile: Inquirers, Risk-takers Subject focus: Social studies, Music Information Technology, Physical Education</p>	<p>How we organize ourselves 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.</p> <p>Central idea: Structures have a purpose depending on their functions. Key concepts: Form, Function Related concepts: Authority, Systems Lines of inquiry:</p> <ul style="list-style-type: none"> • Different systems of organization. • Roles and responsibilities within systems. • Structures are organized by levels. <p>ATL: Communication, Thinking Learner profile: Principled, Reflective Subject focus: Social studies, Science, Math, English, Art, Physical Education</p>	<p>Sharing the planet 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.</p> <p>Central idea: The use of resources has implications on sharing the planet. Key concepts: Responsibility, Perspective, Function Related concepts: Transformation, Technology Lines of inquiry:</p> <ul style="list-style-type: none"> • Different forms of energy • The use of energy and fuels affects the environment • Issues can be looked at and resolved from different perspectives <p>ATL: Thinking, Research Learner profile: Caring, Inquirers Subject focus: Science, Social Studies, Information Technology, Music, Religion</p>



Fourth Grade					
Unit 4 4 rotations	Unit 5 4 rotations	Unit 3 4 rotations	Unit 2 4 rotations	Unit 1 4 rotations	Unit rotations
<p>Who we are An inquiry into the nature of 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.</p> <p>Central idea: Cultural identity of regions grows out of their history, location and interactions. Key concepts: Function, Connection Related concepts: Diversity, Identity Lines of inquiry:</p> <ul style="list-style-type: none"> • Elements of culture • Similarities and differences of cultures • How traditions and beliefs influence the way we behave <p>ATL: Research, Communication, Thinking Learner profile: Balanced, Reflective Subject focus: Social studies, Arts, Language, Physical Education, Information Technology</p>	<p>Where we are in place and time 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 civilizations, from local and global perspectives.</p> <p>Central idea: Migration impacts us in different ways. Key concepts: Responsibility, Causation Related concepts: Exploration, Patterns Lines of inquiry:</p> <ul style="list-style-type: none"> • Factors that influence human location and migration. • How humans adapt to new cultures and behaviors. • Perspectives and responsibilities about migration/ change <p>ATL: Communication, Research, Thinking Learner profile: Thinkers, Risk-takers Subject focus: Social studies, Language, Religion, Physical Education,</p>	<p>How we express ourselves 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.</p> <p>Central idea: Social systems shape our human relationships and interactions Key concepts: Responsibility, Perspective, Change Related concepts: Point of view, Choice, Diversity Lines of inquiry:</p> <ul style="list-style-type: none"> • How social systems prescribe racial, ethnic and gendered identities. • How people understand stereotypes. • Relationships between identity and choices. <p>ATL: Social, Communication, Thinking Learner profile: Inquirers, Communicators Subject focus: Social studies, Arts, Religion, Music, Drama</p>	<p>How the world works 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.</p> <p>Central idea: Scientific and technological advances generate an impact on society and the environment Key concepts: Causation, Change Related concepts: Adaptation, Transformation Lines of inquiry:</p> <ul style="list-style-type: none"> • How technology influences our lives • The changes in local cultures and indigenous groups because of technology • The revolution of knowledge during the era of early modern history <p>ATL: Thinking, Social, Research Learner profile: Caring, Knowledgeable Subject focus: Social Studies, IT, Music</p>	<p>How we organize ourselves 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.</p> <p>Central idea: The connection between organization and decision-making. Key concepts: Form, Connection, Causation Related concepts: Structure, Cooperation Lines of inquiry:</p> <ul style="list-style-type: none"> • How organizations work • The way nations interact through organizations • Organizations defend rights and promote equal opportunities to protect individuals, nature and society <p>ATL: Social, Research, Thinking Learner profile: Open-minded, Principled Subject focus: Social studies, Language, Drama, Music, Religion, Physical Education</p>	<p>Sharing the planet 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.</p> <p style="text-align: center;">PYP</p> <p style="text-align: center;">Exhibition</p>