



<b>Pre-K</b>  (Transdisciplinary Theme)	<b>Who we are</b> An inquiry into the nature of self; beliefs and values; <b>personal, physical, mental, social and spiritual health</b> ; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	<b>Where we are in place and time</b> An inquiry into orientation in place and time; <b>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.</b>	<b>How we express ourselves</b> An inquiry into the <b>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.</b>	<b>How the world works</b> An inquiry into the <b>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.</b>	<b>How we organize ourselves</b> An inquiry into the <b>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.</b>	<b>Sharing the planet</b> 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.
Order and Length	<b>1</b> <b>5 rotations</b>	<b>3</b> <b>5 rotations</b>	<b>2</b> <b>5 rotations</b>	<b>5</b> <b>5 rotations</b>		<b>4</b> <b>5 rotations</b>
Central Idea	<b>Humans explore the world through their senses</b>	<b>Places are located and designed according to their purpose.</b>	<b>Playing can be a way to express feelings and ideas.</b>	<b>Forces affect how things move</b>		<b>Living things have specific needs in order to grow and stay healthy.</b>
Key Concepts (2 max.)	Function, Perspective	Responsibility, Change	Form, Reflection	Causation, Change		Responsibility, Connection
Related Concepts	Discovery Relationships	Role Materials	Fair Play Structure	Consequences Force		Growth, Needs
An Inquiry Into (statements, 3-4 max.)	We know the world through our 5 senses.  Senses help us learn about our world.  Sensations are perceived differently.	Places have specific characteristics and locations.  We do different things in different places.  I modify my behavior in different places.	Imagination can be expanded through creative play.  Each type of play and games has its own rules and structure.  Feelings can change when we play.	Objects move in a variety of ways  Movement is caused by either a push or a pull.  I can move my body in different ways.		Living things have observable features  Living things have basic needs including food and water.  Responsibility of humans towards other living things
Skills (2 max.)	Communication, self-management, Thinking	Thinking, Social	Social, Self-management, Thinking	Thinking, Research, Communication		Research, Communication, Thinking
Learner Profile (2 max.)	Reflective, Thinkers	Principled, Balanced	Communicators, Open-minded	Risk-takers, Knowledgeable		Inquirers, caring
Attitudes (2-3 max.)	Respect, Commitment	Creativity, Empathy	Enthusiasm, Cooperation	Independence, Confidence		Curiosity, Appreciation
Focus (subject)	Science, Language, Math, Arts.	Social Studies; PSHE.	Social Studies. PSHE	Science, Language, PSHE		Science, social studies



Grade KG  (Transdisciplinary Theme)	<b>Who we are</b> <i>An inquiry into the nature of self; beliefs and values; <b>personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</b></i>	<b>Where we are in place and time</b> <i>An inquiry into orientation in place and time; <b>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.</b></i>	<b>How we express ourselves</b> <i>An inquiry into the ways in which we discover and <b>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.</b></i>	<b>How the world works</b> <i>An inquiry into the natural world and its laws; <b>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.</b></i>	<b>How we organize ourselves</b> <i>An inquiry into the interconnectedness of human-made systems and communities; <b>the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</b></i>	<b>Sharing the planet</b> <i>An inquiry into <b>rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</b></i>
Order and Length	<b>1</b> 4 rotations	<b>3</b> 4 rotations	<b>6</b> 4 rotations	<b>5</b> 4 rotations	<b>4</b> 4 rotations	<b>2</b> 4 rotations
Central Idea	<b>My preferences and experiences make me who I am.</b>	<b>The past, present, and future are all parts of life.</b>	<b>I can communicate my feelings and thoughts in different ways.</b>	<b>I can experiment to understand my world.</b>	<b>Groups help us build relationships and have a variety of experiences.</b>	<b>Plants, animals, and people share needs.</b>
Key Concepts (2 max.)	Perspective, Reflection	Change, Connection	Perspective, Function	Form, Change	Responsibility, Reflection	Causation, Connection
Related Concepts	Opinion Behavior	Sequence Growth	Communication Action	Properties Transformation	Cooperation Choice	Dependence Care
An Inquiry Into (statements, 3-4 max.)	Personal experiences make people unique.  My likes and dislikes influence my choices.  Respecting differences in others.	Time is measured in a variety of ways.  I can tell about life using a series of events.	Different ways to communicate my feelings.  The way I express my feelings has consequences for me and others.  We share our thoughts to achieve a purpose.	An investigation follows a process  Things are made of different materials  Materials can change in different ways.	Clubs and group activities help develop friendships.  My responsibility in a club or group activity.  My behaviors affect my relationships.	The needs of different animals and plants.  People, plants, and animals depend on each other.  The way people treat animals and plants has consequences.
Skills (2 max.)	Communication Social, Thinking	Thinking , Research	Communication Thinking	Research Thinking	Communication Social	Self-management Thinking
Learner Profile (2 max.)	Open-minded Balanced	Thinkers Knowledgeable	Reflective Communicators	Inquirers Thinkers	Caring Risk Takers	Principled Caring
Attitudes (2-3 max.)	Confidence Tolerance	Enthusiasm, Independence	Creativity Respect	Curiosity, Integrity	Empathy Cooperation	Appreciation Commitment
Focus (subject)	Social Studies, Language, PSHE, Arts, Math	Math, Language, Social Studies, Science	Language, PSHE, Art, Social Studies, Music.	Science, Language, Arts, Math.	Social Studies Language Arts	Science, Language.



<b>Trans.</b> (Transdisciplinary Theme)	<b>Who we are</b> <i>An inquiry into the nature of self; beliefs and values; <b>personal, physical, mental, social and spiritual health</b>; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</i>	<b>Where we are in place and time</b> <i>An inquiry into orientation in place and time; <b>personal histories</b>; homes and journeys; the discoveries, explorations and migrations of humankind; the <b>relationships between and the interconnectedness of individuals and civilizations</b>, from local and global perspectives.</i>	<b>How we express ourselves</b> <i>An inquiry into the ways in which we discover and express ideas, feelings, nature, <b>culture</b>, beliefs, and values; the ways in which we reflect on, extend and enjoy our creativity; our <b>appreciation of the aesthetic</b>.</i>	<b>How the world works</b> <i>An inquiry into the <b>natural world and its laws</b>; the <b>interaction between the natural world (physical and biological)</b> and human societies; how humans use their understanding of scientific principles; the <b>impact</b> of scientific and technological advances on society and on the <b>environment</b>.</i>	<b>How we organize ourselves</b> <i>An inquiry into the interconnectedness of human-made systems and communities; the <b>structure and function of organizations</b>; <b>societal decision-making</b>; economic activities and their impact on humankind and the environment.</i>	<b>Sharing the planet</b> <i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; <b>communities and the relationships within and between them</b>; access to equal opportunities; <b>peace and conflict resolution</b>.</i>
Order and Length	<b>2</b> 4 rotations	<b>1</b> 4 rotations	<b>3</b> 4 rotations	<b>5</b> 4 rotations	<b>6</b> 4 rotations	<b>4</b> 4 rotations
Central Idea	<b>People depend on each other to meet their needs.</b>	<b>Families have origins and traditions.</b>	<b>Cultures tell and record stories about the way people live.</b>	<b>Living things are interconnected.</b>	<b>Communities are organized to help us function.</b>	<b>Peaceful living improves the quality of our lives.</b>
Key Concepts (2 max.)	Causation, Responsibility	Reflection, Change	Form, Perspective	Connection, Reflection	Responsibility, Function	Causation, Perspective
Related Concepts	Consequence Lifestyle	Role Interaction	Appreciation Genre	Interdependence Transformation	Citizenship Structure	Friendship Cooperation
An Inquiry Into (statements, 3-4 max.)	Why communities need different kinds of jobs and how jobs connect  Specialized skills and tools required for certain professions  Taking responsibility for health within the community	Traditions influence each family's identity.  Interactions within nuclear and extended families.  Families change over time.	Stories tell about different places or groups  Stories can be shared from different points of view.  The way stories are recorded and retold.	Characteristics of living things allow them to adapt to their environment.  The Sun's connections to living things.  Human activity impacts the environment.	Communities are designed with procedures and codes of conduct.  The similarities and differences between Mushaisa and other places.  Mapping places within a community demonstrates locational purpose.	Conflict resolution and management. (Action Cycle)  Personal contribution to peaceful change.  Benefits and consequences of respecting rights and responsibilities within communities.
Skills (2 max.)	Social, Self-management, Thinking.	Social, Research, Thinking.	Communication, Thinking	Communication, Research, Thinking.	Social, Thinking.	Social, Self-Management, Thinking
Learner Profile (2 max.)	Balanced, Risk takers	Inquirers, Open-minded	Communicators, Knowledgeable	Caring, Thinkers	Caring, Principled	Reflective, Principled
Attitudes (2-3 max.)	Commitment, Confidence.	Empathy, Tolerance	Appreciation, Creativity	Curiosity, Cooperation	Respect, Enthusiasm	Integrity, Independence
Focus (subject)	Science, PSHE, Language	Social Studies, Language, Arts	Language, Arts	Science, Language, Social Studies, Math.	Social Studies, Language, PSHE	Social Studies, PSHE, Language.



<b>Grade 1</b> (Transdisciplinary Theme)	<b>Who we are</b> <i>An inquiry into the nature of self; beliefs and values; <b>personal, physical, mental, social and spiritual health</b>; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</i>	<b>Where we are in place and time</b> <i>An inquiry into <b>orientation in place and time</b>; personal histories; <b>homes and journeys</b>; the discoveries, explorations and <b>migrations of humankind</b>; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<b>How we express ourselves</b> <i>An inquiry into the ways in which we discover and express ideas, feelings, nature, <b>culture, beliefs, and values</b>; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>	<b>How the world works</b> <i>An inquiry into <b>the natural world and its laws</b>; the interaction between the natural world (physical and biological) and human societies; how humans uses their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i>	<b>How we organize ourselves</b> <i>An inquiry into the <b>interconnectedness of human-made systems and communities</b>; the structure and function or organizations; societal decision-making; <b>economic activities</b> and their impact on humankind and the environment.</i>	<b>Sharing the planet</b> <i>An inquiry into <b>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</b>; access to equal opportunities; peace and conflict resolution.</i>
Order and Length	<b>1</b> <b>4 rotations</b>	<b>2</b> <b>4 rotations</b>	<b>3</b> <b>4 rotations</b>	<b>5</b> <b>5 rotations</b>	<b>6</b> <b>4 rotations</b>	<b>4</b> <b>5 rotations</b>
Central Idea	<b>Hygiene and safety contribute to the quality of our health.</b>	<b>In order to thrive and survive, plants and animals need shelter.</b>	<b>Celebrations bring people together and allow them to celebrate their history.</b>	<b>Knowing our planet’s physical features helps us understand how we live.</b>	<b>How a system of government provides stability.</b>	<b>Reducing, reusing, and recycling are essential for ensuring life on earth.</b>
Key Concepts (2 max.)	Change, Responsibility	Form, Function	Responsibility, Reflection	Form, Perspective	Function, Connection	Causation, Change
Related Concepts	Well-being Rules	Ecosystems Habitats	Diversity Lifestyle	Landforms, Location	Organization, Interdependence	Commitment, Economy
An Inquiry Into (statements, 3-4 max.)	Hygiene habits affect our health and other’s.  People have designed tools that help us keep good hygiene habits.  Rules and agreements within groups / communities help us live in harmony	The way plants reproduce  Types of shelters meet the needs of inhabitants.  Location affects the population of living things.	The reasons and ways people celebrate  People have different perspectives and emotions about celebrations.  How celebrations have changed	Landforms have specific characteristics.  Geographic features affect the population and how they interact.  Slow and rapid changes to the land	Rights and responsibilities of community members.  Relationship between leadership and service  Organizations that support the community development.	How the three R’s benefit our community  Making choices to satisfy needs and wants  How resources are affected by local economy
Skills (2 max.)	Social, Self-Management, Thinking	Research, Thinking	Social, Communication, Thinking	Self-management, Research, Thinking	Research, Social, Thinking	Social, Thinking
Learner Profile (2 max.)	Thinkers, Principled	Open-Minded, Reflective	Open-minded, Communicators	Inquirers, Knowledgeable	Caring, Communicators	Risk-takers, Balanced
Attitudes (2-3 max.)	Commitment, Independence	Empathy, Appreciation	Tolerance, Enthusiasm	Curiosity, Creativity	Respect, Confidence	Cooperation, Integrity
Focus (subject)	Science, PSHE, Social Studies	Social Studies, Art	Social Studies, Language, PSHE.	Science., Social Studies	Social Studies, Language.	Science, Math.



Grade 2 (Transdisciplinary Theme)	<u>Who we are</u> An inquiry into the nature of self; <b>beliefs and values</b> ; <b>personal, physical, mental, social and spiritual health</b> ; <b>human relationships including families, friends, communities, and cultures</b> ; <b>rights and responsibilities</b> ; <b>what it means to be human.</b>	<u>Where we are in place and time</u> An inquiry into orientation in place and time; <b>personal histories</b> ; <b>homes and journeys</b> ; <b>the discoveries, explorations and migrations of humankind</b> ; <b>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</b>	<u>How we express ourselves</u> An inquiry into the ways in which we discover and <b>express ideas, feelings, nature, culture, beliefs, and values</b> ; <b>the ways in which we reflect on, extend and enjoy our creativity</b> ; <b>our appreciation of the aesthetic.</b>	<u>How the world works</u> An inquiry into the natural world and its laws; <b>the interaction between the natural world (physical and biological) and human societies</b> ; <b>how humans use their understanding of scientific principles</b> ; <b>the impact of scientific and technological advances on society and on the environment.</b>	<u>How we organize ourselves</u> An inquiry into the interconnectedness of human-made systems and communities; <b>the structure and function of organizations</b> ; <b>societal decision-making</b> ; <b>economic activities and their impact on humankind and the environment.</b>	<u>Sharing the planet</u> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; <b>communities and the relationships within and between them</b> ; <b>access to equal opportunities</b> ; <b>peace and conflict resolution.</b>
Order and Length	<b>1</b> <b>4 rotations</b>	<b>2</b> <b>4 rotations</b>	<b>6</b> <b>4 rotations</b>	<b>5</b> <b>4 rotations</b>	<b>4</b> <b>4 rotations</b>	<b>3</b> <b>4 rotations</b>
Central Idea	<b>Relationships influence our perspective and the way we interact with others.</b>	<b>Tools and representations of the Earth give us information about places.</b>	<b>Artistic expressions help us learn about different cultures.</b>	<b>For every action there is a reaction or effect.</b>	<b>Most of the products people consume come from primary resources.</b>	<b>Environments and organisms are interconnected and adapt as elements change over time.</b>
Key Concepts (2 max.)	Connection, Perspective	Change, Function	Form, Reflection	Responsibility, Causation,	Change, Causation	Connection, Function
Related Concepts	Relationships Opinion	Impact Location	Identity Design	Progress Innovation	Conservation Process	Relationships Adaptation
An Inquiry Into (statements, 3-4 max.)	How individuals are influenced by others.  People have wants and needs that need to be met.  Issues about rights and responsibilities in society.	Tools used to collect information about climate  Different representations of the Earth  Impact of climate change in people's and places activities	Folktales, legends, songs and stories of various cultures.  Artists and their work.  People create art for a purpose.	Balance and unbalanced forces and the relation with motion.  The way science and technology impacts society  Cause and effect relationships	Our responsibility towards resources (Renewable and non-renewable) The process the product goes through from the primary resource to the final product.  Economic aspects of producing and consuming.	Organisms change as their environment changes.  People and animals survive and reproduce when interconnected.  Environments affect people and their consumption of resources.
Skills (2 max.)	Self-management, Thinking	Research, Thinking, Social	Thinking, Communication	Thinking, Research	Self-management, Thinking, research	Research, Thinking, Social
Learner Profile (2 max.)	Communicators Caring	Inquirers, Open-minded	Reflective, Risk-takers	Knowledgeable, Thinkers	Principled, Inquirers	Balanced, Knowledgeable
Attitudes (2-3 max.)	Tolerance, Empathy	Independence, Cooperation	Creativity Confidence	Integrity, Curiosity	Commitment, Enthusiasm	Respect Appreciation
Focus (subject)	Social Studies, PSHE, Language.	Social Studies, Science, Language.	Arts, Language, PSHE	Science, Social Studies.	Social Studies, Science, Math.	Science, Language



<b>Grade 3</b> (Transdisciplinary Theme)	<b>Who we are</b> An inquiry into the nature of self; beliefs and values; <b>personal, physical, mental, social and spiritual health</b> ; human relationships including families, friends, <b>communities, and cultures</b> ; rights and responsibilities; what it means to be human.	<b>Where we are in place and time</b> 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.	<b>How we express ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, <b>culture, beliefs, and values</b> ; the ways in which we reflect on, extend and enjoy our creativity; our <b>appreciation of the aesthetic.</b>	<b>How the world works</b> An inquiry into the natural world and its laws; <b>the interaction between the natural world (physical and biological) and human societies</b> ; how humans use their understanding of <b>scientific principles</b> ; the impact of scientific and technological advances on society and on the environment.	<b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; <b>the structure and function of organizations</b> ; societal decision-making; <b>economic activities and their impact on humankind and the environment.</b>	<b>Sharing the planet</b> An inquiry into <b>rights and responsibilities in the struggle to share finite resources with other people and with other living things</b> ; communities and the relationships within and between them; <b>access to equal opportunities</b> ; <b>peace and conflict resolution.</b>
Order and Length	<b>2</b> 4 rotations	<b>4</b> 4 rotations	<b>3</b> 4 rotations	<b>5</b> 4 rotations	<b>1</b> 4 rotations	<b>6</b> 4 rotations
Central Idea	<b>Technological changes and cultural elements have an impact on human life.</b>	<b>Past civilizations help us understand present day societies and cultures.</b>	<b>Earth's structure shapes and influences human design.</b>	<b>Economic activities and energy impact societies.</b>	<b>Structures have a purpose to comply with functions.</b>	<b>Our planet has finite resources that are unevenly distributed.</b>
Key Concepts (2 max.)	Function, Responsibility	Connection, Perspective	Change, Causation	Causation, Function	Form, Connection	Reflection, Change
Related Concepts	Values, Systems	Legacy, History	Design Cultural Identity	Adaptation Choice	Service Structure	Scarcity Fairness
An Inquiry Into (statements, 3-4 max.)	Cultural contributions from various groups give shape to a national identity.  Different technological changes.  Human life is impacted by technological changes.	Life in past civilizations can be compared to our own.  How past civilizations impact today's cultures and societies  Cultural aspects of past civilizations	Phenomena that shape the Earth.  Cultural expression of design.  The planning, design, and construction process.	Different forms and changes of energy.  Production of goods and transportation affect human activities.  Energy can be transferred.	Different systems of government.  Citizens have roles and responsibilities.  Structures in living things.	Scarcity of resources affects all living things.  Creative solutions to resource problems are constantly being developed.  Responsible use of resources affects availability and prevents conflict
Skills (2 max.)	Self-management, Social, Thinking	Research, Thinking	Communication, Social, Thinking	Research, Communication, Thinking	Social, Self-Management, Thinking	Social, Thinking
Learner Profile (2 max.)	Balanced, Knowledgeable	Communicators, Inquirers	Risk-Takers, Open-Minded	Knowledgeable, Thinkers	Principled, Inquirers	Caring, Reflective
Attitudes (2-3 max.)	Respect, Independence	Enthusiasm, Confidence	Tolerance, Creativity	Empathy, Curiosity	Commitment, Cooperation	Appreciation, Integrity
Focus (subject)	Science, PSHE, Language.	Social Studies, Language.	Science, Social Studies, Math, Arts.	Science, Social Studies, Math	Social Studies, PSHE.	Science, Social Studies



<b>Grade 4</b>  (Transdisciplinary Theme)	<b>Who we are</b> An inquiry into the <b>nature of self</b> ; beliefs and values; <b>personal</b> , physical, mental, social and spiritual health; human relationships including families, friends, <b>communities</b> , and cultures; rights and responsibilities; <b>what it means to be human</b> .	<b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the <b>discoveries, explorations</b> and migrations <b>of humankind</b> ; the relationships between and the <b>interconnectedness of individuals and civilizations, from local and global perspectives</b> .	<b>How we express ourselves</b> An inquiry into the ways in which we <b>discover and express ideas, feelings, nature</b> , culture, beliefs, and values; the ways in which <b>we reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic.	<b>How the world works</b> An inquiry <b>into the natural world and its laws</b> ; the interaction between the natural world (physical and biological) and human societies; <b>how humans uses their understanding of scientific principles</b> ; the impact of scientific and technological advances on society and on the environment.	<b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the <b>structure and function of organizations</b> ; <b>societal decision-making</b> ; economic activities and their impact on humankind and the environment.	<b>Sharing the planet</b> An inquiry into <b>rights and responsibilities in the struggle to share finite resources with other people and with other living things</b> ; <b>communities and the relationships within and between them</b> ; access to equal opportunities; peace and conflict resolution.
Order and Length	<b>3</b> <b>4 rotations</b>	<b>2</b> <b>4 rotations</b>	<b>5</b> <b>4 rotations</b>	<b>PYP EXHIBITION</b>	<b>1</b> <b>4 rotations</b>	<b>4</b> <b>4 rotations</b>
Central Idea	<b>Cultural identity of regions grows out of their history, location and interactions.</b>	<b>Significant people have left legacies that allow civilizations and society to progress.</b>	<b>Mass media surrounds us and influences our manner of self-expression.</b>		<b>Organizations around the world defend rights and promote equal opportunities to protect individuals, nature and society.</b>	<b>Living things depend on resources within the region</b>
Key Concepts (2 max.)	Form, Reflection	Causation, Perspective	Connection, Responsibility		Perspective, Function	Change, Form
Related Concepts	Diversity, Identity	Discovery Exploration	Pressure Point of view		Action Commitment	Systems, Location
An Inquiry Into (statements, 3-4 max.)	Elements of a culture.  Similarities and differences of cultures.  How traditions and beliefs influence the way we behave.	Significant people and their contributions.  Effects of different contributions on our lives.  What/how we can contribute to the future.	Role models and why we value and emulate them.  The comparison of different points of view.  How media creates cultural stereotypes.		How organizations work  Equal opportunities and access to them  Identifying, protecting and promoting rights.	Factors that influence location and migration  How the environment support living things  The relationship between settlement and interactions
Skills (2 max)	Research, Thinking, Communication	Communication, Research, Thinking	Thinking, Communication, self-management		Social, Research, Thinking	Thinking, Communication
Learner Profile (2 max.)	Caring, Balanced	Thinkers, Risk Takers	Inquirers, Communicators		Open-Minded , Principled	Knowledgeable Reflective
Attitudes (2-3 max.)	Confidence, Curiosity	Tolerance, Respect	Creativity, Integrity		Empathy, Appreciation Cooperation	Independence Commitment
Focus (subject)	Social Studies, Math	Social Studies, Language	Social Studies, Language, Arts		Social Studies, Language, PSHE	Science, social studies



<p style="text-align: center;"><b>“Parking Lot” Unit</b></p> <p>The <i>How the world works</i> will not be taught in Grade Four in School Year 2017- 2018 as this unit will be the PYP Exhibition. However the unit may be reintroduced for the following school year.</p>	<p style="text-align: center;"><b>Grade 4</b></p> <p style="text-align: center;">(Transdisciplinary Theme)</p>	<p><b>How the world works</b>  <i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans uses their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i></p>
	Order and Length	<b>1</b> <b>3 rotations</b>
	Central Idea	<b>The natural world and human activity are shaped and influenced by pattern.</b>
	Key Concepts (2 max.)	Form, Connection
	Related Concepts	Pattern Replication
	An Inquiry Into (statements, 3-4 max.)	<p>Patterns help us to make sense of things in our everyday lives.</p> <p>Patterns are found in nature and the universe.</p> <p>Patterns can be observed in human activity and settlement.</p>
	Skills (2 max.)	Research, Social, Thinking
	Learner Profile (2 max.)	Balanced, Caring
	Attitudes (2-3 max.)	Appreciation, Cooperation
	Focus (subject)	Science, Math