

Naseem International School  
"STUDENTS FIRST"  
KINGDOM OF BAHRAIN



مدرسة النسيم الدولية  
"الطلبة أولاً"  
مملكة البحرين

**2223**

**NIS Program of  
Inquiry –  
All Details Overview**

## Nursery

Order	1	3	4	2		
Transdisciplinary Theme	Who we are	Sharing the planet	How the world works	How we express ourselves	How we organize ourselves	Where we are in place and time
	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 the 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.	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 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 in 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 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.
Central Idea & Lines of Inquiry	<p>Senses can be used to interact with our environment.</p> <ul style="list-style-type: none"> <li>Our five senses</li> <li>Senses are used to learn about ourselves and others</li> <li>Senses are used to learn about the environment</li> <li>Taking care of the five senses</li> </ul>	<p>Animal and human communities could impact each other through the different relationships in them.</p> <ul style="list-style-type: none"> <li>Animal classifications</li> <li>Connections between different communities</li> <li>Our responsibility towards animal communities</li> </ul>	<p>Our activity is usually connected to the Earth's natural cycles.</p> <ul style="list-style-type: none"> <li>Daily cycles</li> <li>Seasonal changes</li> <li>Health and safety as related to daily, climate and seasonal changes</li> </ul>	<p>The environment affects how you play.</p> <ul style="list-style-type: none"> <li>Different environments in which you can play</li> <li>Games we play and their rules</li> <li>Different games people play around the world</li> </ul>		
Focus	Science – Living Things Social studies	Science	Science – Earth and Space Mathematics	Social studies Mathematics		
Key concepts	Form Connection Function	Form Connection Responsibility	Change Connection	Causation Function Perspective		
Related concepts	Similarities, Differences, Structure, Relationships	Classification Systems Habita	Cycles Interaction	Consequences Pattern		
ATLs	<p><b>Research skills:</b> Interpreting data, presenting findings and collecting and recording data.</p> <p><b>Social skills:</b> Accepting responsibility, respecting others and group decision making.</p>	<p><b>Thinking skills:</b> Acquiring knowledge, comprehension and analysis</p> <p><b>Research skills:</b> Question, observe and organize data</p>	<p><b>Thinking skills:</b> Acquiring knowledge, comprehension and analysis</p> <p><b>Research skills:</b> Question, observe and organize data</p>	<p><b>Communication skills:</b> Listening, speaking and nonverbal communication</p> <p><b>Self-management skills:</b> Spatial awareness, safety and fine motor skills</p>		
Learner Profile Attributes	Reflective Inquirers Thinkers	Caring Knowledgeable	Thinkers Inquires Reflective	Open-minded Principled Communicators		
Attitudes	Curiosity Independence	Cooperation Enthusiasm	Appreciation Curiosity	Creativity Independence		

**Kindergarten One**

Order	1	5	4	3	2	
<b>Transdisciplinary Theme</b>	<b>Who we are</b>	<b>How we organize ourselves</b>	<b>How the world works</b>	<b>How we express ourselves</b>	<b>Sharing the planet</b>	<b>Where we are in place and time</b>
	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 in 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 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 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 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.	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>Central Idea &amp; Lines of Inquiry</b>	<p><b>The choices we make affect our wellbeing.</b></p> <ul style="list-style-type: none"> <li>Different relationships in the school community. Forming positive relationships. Making and sustaining friendships.</li> <li>Our daily practices can have an impact on our wellbeing</li> <li>Emotions affect our wellbeing.</li> </ul>	<p><b>Transportation systems are directly related to the needs of a community.</b></p> <ul style="list-style-type: none"> <li>Factors that influence the choice of transportation</li> <li>Development of transportation as a result of the community's needs</li> </ul>	<p><b>Changes in state, matter and form can be measured and described.</b></p> <ul style="list-style-type: none"> <li>Different ways to measure change</li> <li>Description of change in states of matter The nature of change as it affects a variety of materials</li> <li>Different states of matter and its characteristics</li> </ul>	<p><b>Stories can help us express ideas, feelings and values.</b></p> <ul style="list-style-type: none"> <li>Stories convey ideas, feelings and values</li> <li>Ways to express ideas, feelings and values using stories</li> <li>Feelings and emotions caused by stories</li> </ul>	<p><b>Plants are a life-sustaining resource for us and for other living things</b></p> <ul style="list-style-type: none"> <li>What plants provide for us and for other living things</li> <li>The structure of a plant</li> <li>Caring for plant live</li> </ul>	
<b>Focus</b>	<b>Social Studies Language</b>	<b>Social Studies Mathematics</b>	<b>Science – Matter and Material Mathematics</b>	<b>Language Social studies</b>	<b>Science – Living Things Language</b>	
<b>Key concepts</b>	Causation Responsibility Perspective	Causation Change Connection	Form Change Function	Perspective Causation	Form Responsibility Connection	
<b>Related concepts</b>	Conflict or cooperation, interdependence Well-being	Systems	Properties Transformation Systems	Communication	Interdependence Systems	
<b>ATLs)</b>	<p><b>Communication skills:</b> Writing, speaking and listening</p> <p><b>Social skills:</b> Responsibility and respecting others</p> <p><b>Self-management skills:</b> Codes of behavior, fine and gross motor skills:</p>	<p><b>Self-management skills:</b> Codes of behavior, fine and gross motor skills; codes of behavior</p> <p><b>Social skills:</b> Group decision making, conflict, respecting others, decision making</p> <p><b>Thinking skills:</b> Metacognition</p>	<p><b>Thinking skills:</b> Acquiring knowledge, comprehension, application</p> <p><b>Research skills:</b> Observation, collecting and recording data and present research findings</p>	<p><b>Communication skills:</b> Writing, speaking, listening and reading</p> <p><b>Social skills:</b> Responsibility and respecting others</p>	<p><b>Thinking skills:</b> Acquiring knowledge, comprehension, application</p> <p><b>Research skills:</b> Observation, collecting and sorting out and present research findings</p>	
<b>Learner Profile Attributes</b>	Risk-Takers Open-minded Thinkers Caring	Principled Risk-takers Thinkers	Knowledgeable Communicators Inquirers	Communicator Open-minded Reflective	Knowledgeable Balanced Caring	
<b>Attitudes</b>	Tolerance Respect Integrity	Commitment Cooperation Enthusiasm	Curiosity Enthusiasm Cooperation	Appreciation Confidence Creativity	Curiosity Appreciation Independence	

**Kindergarten Two**

Order	1	4	2	3	5	
<b>Transdisciplinary Theme</b>	<b>Who we are</b>	<b>How we organize ourselves</b>	<b>How the world works</b>	<b>How we express ourselves</b>	<b>Sharing the planet</b>	<b>Where we are in place and time</b>
	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 in 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 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 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 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.	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>Central Idea &amp; Lines of Inquiry</b>	<b>Good habits promote health and well-being.</b> <ul style="list-style-type: none"> <li>The definition of good habits</li> <li>The effects of good habits</li> <li>The responsibilities that promote health and well being</li> </ul>	<b>In a workplace people share responsibility towards a common purpose.</b> <ul style="list-style-type: none"> <li>Form of a workplace</li> <li>Function of people in a workplace</li> <li>Responsibilities of members in a workplace</li> </ul>	<b>All living things go through a process of change.</b> <ul style="list-style-type: none"> <li>Characteristics of living things</li> <li>Developmental stages of various living things</li> <li>Similarities and differences between life cycles</li> </ul>	<b>Folk tales and stories reflect morals and values that enrich our own experiences.</b> <ul style="list-style-type: none"> <li>What folk tales and stories teach us</li> <li>Elements of a story and folk tales</li> <li>Creating our own stories</li> </ul>	<b>Over time, living things need to adapt in order to survive.</b> <ul style="list-style-type: none"> <li>Concept of adaptation</li> <li>Circumstances that lead to adaptation</li> <li>How plants and animals adapt or respond to environmental conditions</li> </ul>	<b>Family histories provide an insight into culture and personal identity.</b> <ul style="list-style-type: none"> <li>Similarities and differences between generations within a family</li> <li>Artifacts/heirlooms or rituals that have meaning in a family</li> <li>Different families</li> </ul>
<b>Focus</b>	Science – Living Things Language Mathematics	Social Studies Language	Science – Living Things Social Studies	Language Social Studies	Science - Earth and Space Social Studies	Social Studies Language
<b>Key concepts</b>	Form Responsibility Causation	Form Function Responsibility	Form Change Connection	Form Perspective Connection	Change Connection	Change Causation Perspective
<b>Related concepts</b>	Initiative Consequences	Networks	Cycles Transformation	Relationships Interpretation Behavior & Opinion	Adaptation Evolution	Chronology History Tradition
<b>ATLs</b>	<b>Thinking skills:</b> Acquisition of knowledge, comprehension and evaluation <b>Self-management skills:</b> Healthy lifestyles, safety and informed choices.	<b>Communication skills:</b> Listening, speaking, interviewing, writing and reading. <b>Self-Management skills:</b> Organization Research skills	<b>Research skills:</b> Collecting, organizing and presenting data. <b>Thinking skills:</b> Acquiring knowledge, comprehension, synthesis and analysis	<b>Social skills:</b> Adopting a variety of group roles, resolving conflict and respecting others <b>Communication skills:</b> Viewing, listening, non-verbal <b>Self-management skills:</b> Codes of behavior, informed choices and organization.	<b>Thinking skills:</b> Analysis, acquisition of knowledge and comprehension <b>Self-management skills:</b> Organization, safety, healthy lifestyle and time management	<b>Research skills:</b> Collecting, Organizing and presenting data. <b>Communication skills:</b> Speaking, listening, presenting, viewing, writing and reading.
<b>Learner Profile Attributes</b>	Balanced Thinkers Reflective	Risk-takers Communicators	Caring Thinkers Knowledgeable	Open-minded Reflective Risk-taker	Caring Principled Balanced	Communicator Inquirer Open-minded
<b>Attitudes</b>	Commitment Confidence Independence	All	Curiosity Respect	Creativity Enthusiasm Integrity	Appreciation Respect Commitment	Respect Appreciation Empathy

**Grade One**

Order	1	2	3	6	5	4
<b>Transdisciplinary Theme</b>	<b>Who we are</b>	<b>How we organize ourselves</b>	<b>How the world works</b>	<b>How we express ourselves</b>	<b>Sharing the planet</b>	<b>Where we are in place and time</b>
	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 in 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 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 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 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.	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>Central Idea &amp; Lines of Inquiry</b>	Through creating and maintaining friendships we learn about human relationships. <ul style="list-style-type: none"> <li>Recognising types of relationships</li> <li>Behaviours that impact relationships</li> <li>Changes friendships can undergo</li> </ul>	We organize our time in different ways. <ul style="list-style-type: none"> <li>Measuring time</li> <li>The value of time</li> <li>Organising time in different ways.</li> </ul>	The sun is the primary source for providing light heat and color. <ul style="list-style-type: none"> <li>Natural sources of light and heat.</li> <li>Transmission of light</li> <li>The color spectrum</li> </ul>	Imagination is a powerful tool to express ourselves and understand others. <ul style="list-style-type: none"> <li>We express ourselves through imagination</li> <li>Our imagination helps us consider others perspectives</li> <li>Reflection is an important part of imagination.</li> </ul>	All living things depend on each other for survival. <ul style="list-style-type: none"> <li>Characteristics of living things</li> <li>Living things are connected</li> <li>Living things impact each other</li> </ul>	Cultures express themselves through traditions and celebrations to appreciate difference. <ul style="list-style-type: none"> <li>Different cultures and their traditions</li> <li>Respecting and appreciating others' traditions and celebrations</li> </ul>
<b>Focus</b>	Social Studies	Mathematics	Science - Earth and Space Mathematics	Language Social Studies	Science - Living Things Social Studies	Social Studies Language
<b>Key concepts</b>	Form Causation Perspective	Function Connection Responsibility	Form Change Causation	Perspective Function Connection	Form Connection Causation	Form Perspective Causation
<b>Related concepts</b>	Creativity Diversity	Measurement Value Organization Representation	Similarities Differences Light Convection	Perception Self-expression	Lifestyle Resources	Continuity Diversity
<b>ATLs</b>	<b>Social skills:</b> Respecting others, cooperating, adopting a variety of group roles. <b>Self-Management skills:</b> Organization and healthy lifestyle,	<b>Self-Management skills:</b> Time management; Using time effectively and appropriately <b>Thinking skills:</b>	<b>Research skills:</b> Observation, formulating questions, collecting data and presenting research findings. <b>Thinking skills:</b>	<b>Thinking skills:</b> Comprehension, dialectical thought. <b>Communication skills:</b> Listening, speaking, interviewing, writing and reading.	<b>Self-Management skills:</b> Organization and healthy lifestyle, <b>Research skills:</b> Observation, formulating questions, collecting data and presenting research findings.	<b>Social skills:</b> Respecting others, cooperating, adopting a variety of group roles. <b>Thinking Skills</b>
<b>Learner Profile Attributes</b>	Inquirer Open-minded Caring	Thinker Principled	Knowledgeable Inquirers Risk-takers	Thinker Principled Communicator	Balanced Principled	Caring, Open minded Principled
<b>Attitudes</b>	Empathy Appreciation	Tolerance Respect	Appreciation Independence	Creativity Confidence	Commitment Appreciation	Tolerance Respect

**Grade Two**

Order	1	2	5	3	4	6
Transdisciplinary Theme	Who we are	How we organize ourselves	How the world works	How we express ourselves	Sharing the planet	Where we are in place and time
	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 in 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 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 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 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.	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.
Central Idea & Lines of Inquiry	Relationships are enhanced by learning about other people's perspectives and communicating our own. <ul style="list-style-type: none"> <li>Acknowledging others' perspectives</li> <li>Attitude in social interaction</li> </ul>	Interconnected systems need to be in place to maintain organization in communities. <ul style="list-style-type: none"> <li>Types of systems and their functions.</li> <li>The connection between systems.</li> <li>Our responsibility is to keep the community organized.</li> </ul>	Understanding the properties of air allows people to make practical applications. <ul style="list-style-type: none"> <li>What air can do and how we use it</li> <li>The properties and evidence of the existence of air</li> <li>Impact of air in our lives</li> </ul>	Through the arts people use different forms of expression to convey their uniqueness as human beings. <ul style="list-style-type: none"> <li>The diverse ways in which people express their uniqueness</li> <li>The role of art in culture and society</li> <li>Development of their uniqueness</li> </ul>	Human action can preserve or endanger life. <ul style="list-style-type: none"> <li>How living things survive in their habitats</li> <li>Our responsibility towards keeping living things from extinction</li> <li>What living things share.</li> </ul>	Exploration leads to discovery and develops new understandings. <ul style="list-style-type: none"> <li>Forms of exploration</li> <li>Historical and personal reasons for exploration</li> <li>Changes due to exploration</li> </ul>
Focus	Social Studies / Islamic Studies / Citizenship	Social Studies	Science Social Studies	Language PE and the Arts	Science - Living Things Language	Social Studies - Geography Language
Key concepts	Perspective Connection Responsibility	Function Connection Responsibility Form	Form Function Causation Connection	Perspective Function Form	Causation Responsibility Perspective	Form Causation Change
Related concepts	Communication Empathy Open-mindedness	Interdependence Organization Systems	Force Energy	Perception, Self-expression	Adaptation Interdependence	Consequences Discovery Geography
ATLs	<b>Social skills:</b> Resolving conflict and respecting others  <b>Communication skills:</b> Listening, Speaking and Non-Verbal Communication	<b>Social skills:</b> Accepting responsibility, cooperating, group decision making, adopting a variety of group roles <b>Research skills:</b> Collecting, recording and organizing data, research findings <b>Self-Management skills:</b> Organization and safety	<b>Thinking skills:</b> Acquisition of knowledge, evaluation and application  <b>Research skills:</b> All	<b>Communication skills:</b> Reading, writing, viewing, presenting and comprehension  <b>Self-management skills:</b> Gross, fine motor skills:	<b>Self-management</b> Spatial awareness, codes of behavior, informed choices and healthy lifestyle <b>Research skills:</b> Planning, analyze and synthesis <b>Communication skills:</b> Listening, Speaking and Non-Verbal Communication	<b>Research skills:</b> Collecting, recording and organizing data, research findings. <b>Thinking skills:</b> Analysis, Meta-cognition, Dialectical Thinking and Comprehension
Learner Profile Attributes	Open-Minded Caring	Communicator Principled Balanced	Knowledgeable Risk Takers Inquirers Thinker	Communicator Knowledgeable	Caring Inquirers Principled	Inquirers Thinkers Open-minded
Attitudes	Tolerance Independence Empathy	Respect Cooperation Integrity	Creativity Appreciation Cooperation	Confidence Independence Cooperation	Curiosity Commitment Empathy Integrity	Enthusiasm Curiosity Appreciation

**Grade Three**

Order	1	6	3	4	5	2
<b>Transdisciplinary Theme</b>	<b>Who we are</b>	<b>How we organize ourselves</b>	<b>How the world works</b>	<b>How we express ourselves</b>	<b>Sharing the planet</b>	<b>Where we are in place and time</b>
	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 in 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 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 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 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.	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>Central Idea &amp; Lines of Inquiry</b>	<b>Understanding the connection between nutrition and diet could lead to a healthy lifestyle.</b> <ul style="list-style-type: none"> <li>Why food is important</li> <li>Connection between diet and healthy lifestyle.</li> <li>Ways of making informed choices about food.</li> </ul>	<b>People use a variety of skills and strategies that contribute to their role in a community of learners.</b> <ul style="list-style-type: none"> <li>Being part of a community of learners</li> <li>Skills, strategies and attitudes connected to being a lifelong learner</li> <li>Making contributions to a community of lifelong learners</li> </ul>	<b>Human survival is connected to understanding the continual changing nature of the earth.</b> <ul style="list-style-type: none"> <li>The different interrelated components of the earth</li> <li>Reasons for the continual changes of the earth</li> <li>Human response to the earth's changes (responsibility)</li> </ul>	<b>We use many forms of communication in the modern world that help us to communicate successfully.</b> <ul style="list-style-type: none"> <li>The different forms and ways of communication</li> <li>Different uses of communication systems</li> <li>Successful communication systems</li> </ul>	<b>Water is essential to life, and is a limited resource for many people.</b> <ul style="list-style-type: none"> <li>Sources and uses of water</li> <li>Capturing and managing water (change)</li> <li>Responsibilities connected to water</li> </ul>	<b>Human migration is a response to challenges, risks and opportunities.</b> <ul style="list-style-type: none"> <li>The different ways people migrate</li> <li>The reasons of migration throughout history</li> <li>Effects of migration on communities, cultures and individuals</li> </ul>
<b>Focus</b>	Science - Materials and Matter Social Studies	Social Studies Language	Science - Earth and Space Mathematics	Social Studies Language	Science - Materials and Matter Social Studies	Social Studies Language
<b>Key concepts</b>	Causation Connection Perspective	Function Responsibility Connection	Form / Function Causation Responsibility	Form Function Perspective	Form Change Responsibility	Change Causation Perspective
<b>Related concepts</b>	Similarities and Differences Interpretation Initiative	Citizenship Independence Systems	Erosion Geology Tectonic plates Movement / Innovation	Systems Communication Citizenship (digital) Sustainability	Conservation Equity Processes	Population Self-fulfillment Influence
<b>ATLs</b>	<b>Thinking skills:</b> Acquisition of knowledge, comprehension, evaluation and synthesis <b>Research Skills:</b> Formulating questions observing, planning, collecting and organizing data, presenting research finding <b>Self-management skills:</b> Healthy lifestyle,safety, informed choices	<b>Social skills:</b> Accepting responsibilities adopting a variety of group roles <b>Self-Management Skills:</b> Time management, codes of behavior, organization <b>Research Skills:</b> Formulating questions, recording data, recobserving, interpreting data, presenting research findings	<b>Thinking skills:</b> Acquiring knowledge dialectical thinking <b>Communication Skills:</b> Writing, presenting, speaking, listening, reading <b>Research skills:</b> Formulating questions, observing, planning, collecting and organizing data, presenting research finding	<b>Communication skills:</b> Listening, speaking, reading, viewing and writing Non-verbal communication <b>Social Skills:</b> Group decision-making, cooperating and respecting others	<b>Research skills:</b> Formulating questions, observing, planning, collecting and organizing data, presenting research finding <b>Self-Management Skills:</b> Gross motor skill, safety and codes of behavior.	<b>Social skills:</b> Resolving conflict cooperating and respecting others <b>Thinking Skills:</b> Meta-Cognition Evaluation Analysis <b>Research Skills:</b> Formulating questions, recording data, recobserving, interpreting data, presenting research findings
<b>Learner Profile Attributes</b>	Knowledgeable Balanced Thinkers	Open Minded Reflective Principled	Principled Inquirers Reflective	Communicators Principled	Caring Communicators Inquirers	Thinkers Risk-takers Caring
<b>Attitudes</b>	Commitment Respect Curiosity	Appreciation Respect	Independence Curiosity Respect Enthusiasm	Enthusiasm Respect Confidence	Integrity Commitment Appreciation	Empathy Cooperation Independence / Tolerance

**Grade Four**

Order	4	5	6	3	2	1
<b>Transdisciplinary Theme</b>	<b>Who we are</b>	<b>How we organize ourselves</b>	<b>How the world works</b>	<b>How we express ourselves</b>	<b>Sharing the planet</b>	<b>Where we are in place and time</b>
	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 in 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 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 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 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.	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>Central Idea &amp; Lines of Inquiry</b>	<b>The human body consists of many interrelated systems.</b> <ul style="list-style-type: none"> <li>How the human body systems work</li> <li>Interconnectedness of human body system</li> <li>Practices required to keep them healthy</li> </ul>	<b>Money could be managed responsibly to meet the needs of the people.</b> <ul style="list-style-type: none"> <li>Buying and selling goods and services</li> <li>Responsible use of money</li> <li>Budget management</li> </ul>	<b>Energy can be converted from one form to another and stored in various ways.</b> <ul style="list-style-type: none"> <li>Forms of energy</li> <li>The storage and transformation of energy</li> <li>Conservation of energy</li> </ul>	<b>Stories inform and provoke us, and give us pleasure.</b> <ul style="list-style-type: none"> <li>What a story is</li> <li>What stories convey</li> <li>How stories are created and shared</li> <li>Feelings and emotions that stories evoke</li> </ul>	<b>Biodiversity relies on maintaining the interdependent balance of organisms within systems and could be affected by human actions.</b> <ul style="list-style-type: none"> <li>Biodiversity of biomes</li> <li>Ways in which organisms are interconnected in the ecosystem</li> <li>How human interaction with the environment can affect the balance of systems</li> </ul>	<b>The development of global perspectives is supported through understanding our place in the world in relation to others.</b> <ul style="list-style-type: none"> <li>How we represent place</li> <li>Representations of place through time</li> <li>The perspective of our country in comparison to others</li> </ul>
<b>Focus</b>	Science – Living Things PE	Language Social Studies	Language Science – Forces of Energy	Language: Literature, Social Studies & Arts	Language Science – Living Things	Language Social Studies
<b>Key concepts</b>	Function Connection Responsibility	Function Responsibility Connection	Form Change Causation	Form Function Connection Perspective	Form Causation Responsibility Connection	Connection Change Perspective
<b>Related concepts</b>	Systems Role Initiative	Systems Initiative	Conservation Transformation	Self-fulfillment Influence Transformation	Balance / Biodiversity / Interdependence	Context / Location / Orientation
<b>ATLs</b>	Self-management skills Thinking Skills Research Skills	Thinking skills Communication skills Self management skills	Thinking skills Research skills Social skills	Social skills Self-management skills Research skills Thinking skills	Thinking skills Social skills Research skills	Research Skills: Communication skills Thinking skills
<b>Learner Profile Attributes</b>	Balanced Inquirers Caring	Principled Risk-takers Reflective	Thinkers Inquirers Knowledgeable	Knowledgeable Open-minded Inquirers	Caring Principled Thinkers Balanced	Risk-takers Communicators Open-minded Inquirers
<b>Attitudes</b>	Appreciation Curiosity Independence	Integrity Enthusiasm	Appreciation Curiosity Integrity	All attitudes	Respect Cooperation Empathy	Tolerance Enthusiasm Independence



**Grade Five**

<b>Order</b>	1 (5 weeks )	3 (5 weeks)	2 (5 weeks)	6 (8 weeks)	5 (6 weeks)	4 (5 weeks)
<b>Transdisciplinary Theme</b>	<b>Who we are</b>	<b>How we organize ourselves</b>	<b>How the world works</b>	<b>How we express ourselves</b>	<b>Sharing the planet</b>	<b>Where we are in place and time</b>
	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 in 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 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 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 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.	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>Central Idea &amp; Lines of Inquiry</b>	<b>Goal setting and decision making are influenced by various factors which may result in different consequences.</b> <ul style="list-style-type: none"> <li>Understanding the importance of goal setting and decision making processes</li> <li>Factors that might influence our decisions.</li> <li>Impacts or consequences that decisions can have</li> </ul>	<b>Human-made systems and its development could impact the world of work and leisure as well as have an impact on the environment.</b> <ul style="list-style-type: none"> <li>Student created Lines of Inquiry</li> </ul>	<b>The fact that materials can undergo permanent or temporary changes could have implications.</b> <ul style="list-style-type: none"> <li>Properties of matter and the nature of chemical and physical changes</li> <li>Practical applications and implications of change in materials</li> <li>Advantages and disadvantages of changes material could undergo.</li> </ul> (Implications of changes in material)	<b>The Exhibition</b>	<b>We strive to make our world a habitable place.</b> <ul style="list-style-type: none"> <li>Practices that cause harm to our environment</li> <li>Personal choices that have an effect on our environment.</li> </ul>	<b>The development of ancient civilizations has affected our societies today.</b> <ul style="list-style-type: none"> <li>Differences between ancient and modern cultures</li> <li>Inventions, discoveries and systems that have outlasted these ancient civilizations</li> <li>How ancient civilizations were organized</li> <li>How beliefs were incorporated into their literature and arts</li> </ul>
<b>Focus</b>	<b>Social Studies Language</b>	<b>Social Studies Science</b>	<b>Mathematics Science</b>	<b>Language Social Studies</b>	Dependant on student choice	<b>Languages and Social Studies</b>
<b>Key concepts</b>		All concept	Form/Function Causation Change	Form Perspective Function	A- Student choice B- Perspective Causation Responsibility	Selected concepts with students
<b>Related concepts</b>	Choice Systems	Communication Systems / Ethics	Measurement Transformation	Truth, Bias	Student choice	Structures

<b>ATLs</b>	<b>Self-Management skills0</b>  <b>Social skills</b>  <b>Communication skills</b>	<b>Research skills</b> <b>Social skills</b>	<b>Thinking skills</b> <b>Research Skills</b>	<b>Thinking skills</b> <b>Social skills</b> <b>Communication Skills</b>	Student choice	All Transdisciplinary skills / Approaches to Learning (ATLs)
<b>Learner Profile Attributes</b>	Balanced / Principled / Risk-taker Caring	Inquirers / Reflective / Open- minded / Knowledgeable	Thinker / Communicator / Reflective Knowledgeable	Inquirer / Reflective / Thinker	Student choice	Student choice
<b>Attitudes</b>	Commitment / Confidence Tolerance / Independence	Respect / Integrity Tolerance	Respect / Cooperation Integrity / Curiosity	Empathy / Respect / Cooperation	Student choice	Student choice

AP: 28/06/21