

- Preschool - Who We Are - The Me Unit

Theme Strand: *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.

Central Idea: Everyday I can learn about who I am and what I can do

Key Concepts: Change, Perspective, Responsibility

Lines of Inquiry:

An inquiry into my family and friends

An inquiry into my feelings

An inquiry into how my abilities change as I grow



- Preschool - School Unit - Where We Are in Place and Time

Theme Strand: 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: We are in a school

Key Concepts: Form, Connection, Responsibility

Lines of Inquiry:

An inquiry into our classroom's layout and routines

An inquiry into how we interact with teachers and friends

An inquiry into our responsibilities in school



- Preschool - Animals Unit - How The World Works

Theme Strand: 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: Animals are part of our world

Key Concepts: Change, Connection, Responsibility

Lines of Inquiry:

An inquiry into animals past and present

An inquiry into how animals grow and change

An inquiry into how we interact with animals



- Preschool - The Rules Unit - How We Organize Ourselves

Theme Strand: 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.

Central Idea: Rules and Routines Help Us Work Together.

Key Concepts: Form, Function, Causation

Lines of Inquiry:

An inquiry into rules and consequences

An inquiry into how rules are communicated

An inquiry into how rules change based on needs



- Preschool - Sharing The Planet

Theme Strand:

Central Idea:

Key Concepts:

Lines of Inquiry:

**This Transdisciplinary
Theme is not taught
in Preschool**

- Preschool - Story Unit - How We Express Ourselves

Theme Strand: 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.

Central Idea: People use images to communicate stories.

Key Concepts: Perspective, Form, Connection

Lines of Inquiry:

An inquiry into stories from around the world

An inquiry into creating stories

An inquiry into communicating our stories



- PreK - The Relationships Unit - Who We Are

Theme Strand: 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.**

Central Idea: We explore our identities through shared experiences.

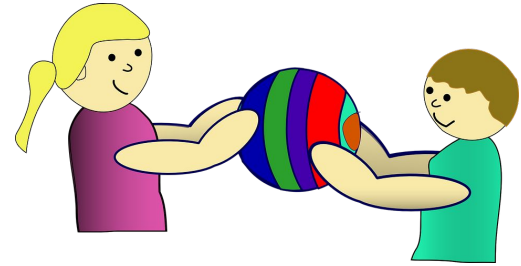
Key Concepts: Responsibility, Causation, Function

Lines of Inquiry:

An inquiry into our collective abilities

How my choices affect my, and the group's, learning

The possibilities of learning are everywhere



- PreK - Neighborhood Unit - Where We Are In Place and Time

Theme Strand: 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: This is my neighborhood

Key Concepts: Form, Connection, Function

Lines of Inquiry:

An inquiry into what our neighbourhoods are like and what they contain

An inquiry into what our neighbourhoods provide us with

An inquiry into all neighbourhood have similarities and differences



- PreK - Materials Unit - How The World Works

Theme Strand: *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: Materials have different properties that determine their use

Key Concepts: Form, Function Change

Lines of Inquiry:

An inquiry into different kinds of materials and their properties.

An inquiry into how a material's properties affect its use.

An inquiry into how materials can change



- PreK - How We Organize Ourselves

Theme Strand:

Central Idea:

Key Concepts:

Lines of Inquiry:

I am under
construction. Come
back when I am ready.

- PreK - Sharing The Planet

Theme Strand:

Central Idea:

Key Concepts:

Lines of Inquiry:

**This Transdisciplinary
Theme is not taught
in PreK**

- PreK - The Arts Unit - How We Express Ourselves

Theme Strand: 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.

Central Idea: Different forms of art allow us to explore and communicate thoughts and feelings

Key Concepts: Form, Causation, Perspective

Lines of Inquiry:

An inquiry into the different elements of the arts.

An inquiry into how the process of creation makes us feel.

An inquiry into how we feel about different forms of art



- Kinder - Who We Are

Theme Strand:

Central Idea:

Key Concepts:

Lines of Inquiry:

I am under
construction. Come
back when I am ready.

- Kinder - Neighborhood Unit - Where We Are In Place and Time

Theme Strand: 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: Neighborhoods look different but do the same thing

Key Concepts: Change, Perspective, Form

Lines of Inquiry:

An Inquiry into What do we need

An Inquiry into climates and resources affecting the structure and design of buildings and neighborhoods

- Kinder - How The World Works

Theme Strand:

Central Idea:

Key Concepts:

Lines of Inquiry:

I am under
construction. Come
back when I am ready.

- Kinder - The “How We Learn” Unit - How We Organize Ourselves

Theme Strand: 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.

Central Idea: People use a variety of skills and strategies that enhance their environment and ability to learn.

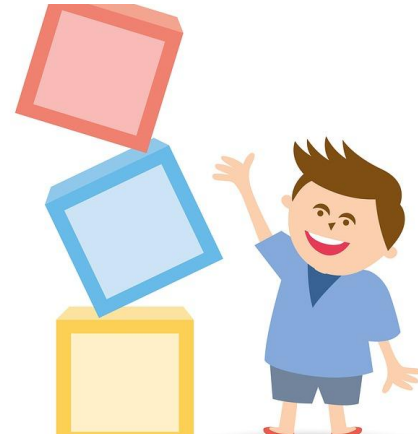
Key Concepts: Function, Responsibility, Connection

Lines of Inquiry:

An inquiry into how choices affect learning

An inquiry into people learn in different ways

An inquiry into skills, strategies, and attitudes



- Kinder - The Resources Unit - Sharing The Planet -

Theme Strand: 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.

Central Idea: Our choices have an impact on living things

Key Concepts: Causation, Responsibility

Lines of Inquiry:

An inquiry into the resources different forms of life need

An inquiry into limited nature of and demands on the Earth's resource

An inquiry into personal choices that can help sustain the environment

An inquiry into living versus non-living



- Kinder - How We Express Ourselves

Theme Strand:

Central Idea:

Key Concepts:

Lines of Inquiry:

I am under
construction. Come
back when I am ready.

- Grade 1 - The Relationships Unit - Who We Are

Theme Strand: 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.

Central Idea: Human relationships can build a sense of belonging in different communities.

Key Concepts: Responsibility, Causation, Function

Lines of Inquiry:

An inquiry into my roles in my different communities

An inquiry into why different communities organize themselves

An inquiry into how communities work together



- Grade 1 - Personal Histories - Where We Are In Place and Time

Theme Strand: 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: We all have personal histories that change our understanding of the world.

Key Concepts: Connection, Form, Perspective

Lines of Inquiry:

An inquiry into my roles in my different communities

An inquiry into why different communities organize themselves

An inquiry into how communities work together



- Grade 1 - Light and Sound Unit - How The World Works

Theme Strand: *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: Light and sound affect how we live.

Key Concepts: Form, Change, Function

Lines of Inquiry:

An Inquiry into what causes light and sound

An Inquiry into how light and sound can change.

An Inquiry into how light and sound are used.



- Grade 1 - The Communities Unit - How We Organize Ourselves

Theme Strand: 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.

Central Idea: Human communities are affected by the environment.

Key Concepts: Form, Change, Connection

Lines of Inquiry:

An Inquiry into how communities are made

An inquiry into how human communities have changed over time

An Inquiry into the connection between human communities and the world around them



- Grade 1 - The Environment Unit - Sharing The Planet

Theme Strand: 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.

Central Idea: Human choices impact animals and their habitats.

Key Concepts: Connection, Causation, Responsibility

Lines of Inquiry:

An Inquiry into why products are chosen over other alternatives.

An inquiry into how human choices affect animals and their habitats.

An inquiry into our role as protectors of animals and the planet.



- Grade 1 - The Emotions Unit - How We Express Ourselves

Theme Strand: 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.

Central Idea: There are many ways to express thoughts, ideas, and feelings.

Key Concepts: Form, Perspective, Function

Lines of Inquiry:

An inquiry into the various ways people express ideas.

An inquiry into how different forms of expression affect people differently.

An inquiry into the differences in perspective between presenter and audience.



- Grade 2 - The Choices Unit - Who We Are

Theme Strand: *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.

Central Idea: People are responsible for their choices.

Key Concepts: Form, Function, Responsibility

Lines of Inquiry:

An inquiry into how we make choices every day.

An inquiry into the purpose of forming routines and habits.

An inquiry into growing responsibilities with age.



- Grade 2 - The Family History Unit - Where We Are In Place and Time

Theme Strand: 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: Our family histories help us explore our beginnings and understand the past.

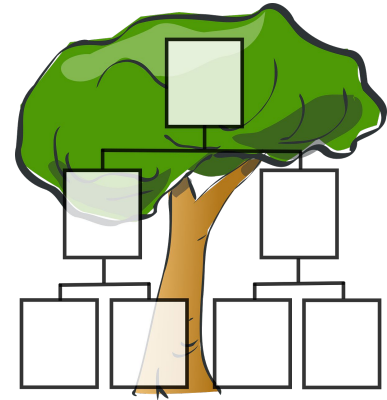
Key Concepts: Causation, Change, Perspective

Lines of Inquiry:

An inquiry into our own family history

An inquiry into how family histories are different or alike

An inquiry into how people remember history



- Grade 2 - Matter and Materials Unit - How The World Works

Theme Strand: 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: Using Earth's materials helps us know the world and live better lives.

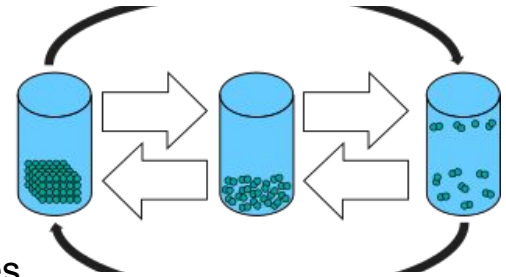
Key Concepts: Form, Function, Change

Lines of Inquiry:

An inquiry into matter and its many properties.

An inquiry into how humans use matter and materials for different purposes.

An inquiry into the ways in which matter can change.



- Grade 2 - The Organizations Unit - How We Organize Ourselves

Theme Strand: 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.

Central Idea: People create organizations to solve problems and support human cooperation.

Key Concepts: Function, Responsibility, Connection

Lines of Inquiry:

An inquiry into the purpose of organizations.

An inquiry into the reasons we join an organization.

An inquiry into how organizations succeed.



- Grade 2 - The Cultures Unit - Sharing The Planet

Theme Strand: 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.

Central Idea: Knowing the cultures around us creates healthy communities.

Key Concepts: Connection, Form, Perspective

Lines of Inquiry:

An inquiry into how connect together

An inquiry into what communities are in a location

An inquiry into the beliefs and values of different communities



- Grade 2 - The Poetry Unit - How We Express Ourselves

Theme Strand: 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.

Central Idea: Language can be unique and creative.

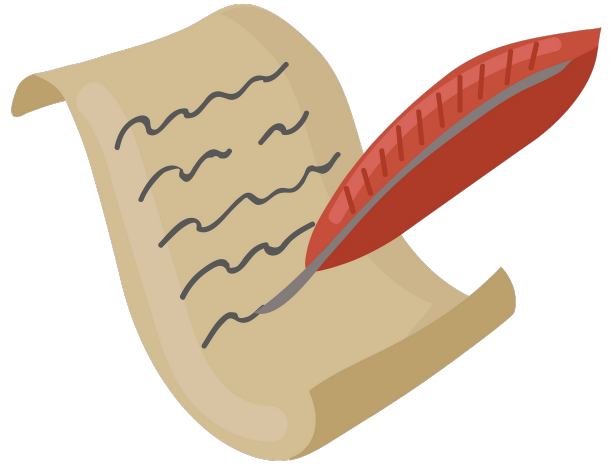
Key Concepts: Form, Perspective, Causation

Lines of Inquiry:

An inquiry into tools to make language creative.

An inquiry into what makes language artistic.

An inquiry into the feelings and emotions that words can give us.



- Grade 3 - The Traits Unit - Who We Are

Theme Strand: 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.

Central Idea: Humans have unique traits that make them different from plants and animals.

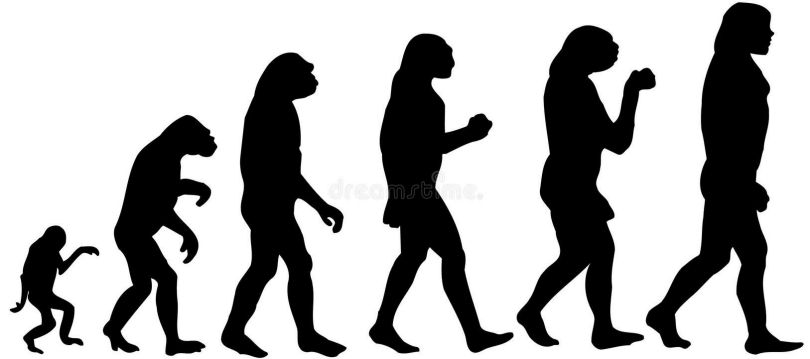
Key Concepts: Form, Function, Responsibility

Lines of Inquiry:

An inquiry into the life cycles of organisms.

An inquiry into inherited and acquired traits.

An inquiry into the advantages of specific traits



- Grade 3 - The Biography Unit - Where We Are In Place and Time

Theme Strand: 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: Individuals can impact the current state and future of the world.

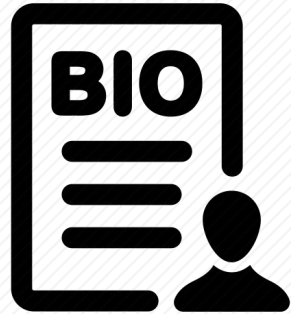
Key Concepts: Causation, Connection, Perspective

Lines of Inquiry:

An inquiry into what makes us individuals.

An inquiry into individuals who made an impact in the world.

An inquiry into personal choices and consequences.



- Grade 3 - Motion and Forces Unit - How The World Works

Theme Strand: 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: Humans use forces to design or redesign inventions.

Key Concepts: Change, Causation, Form

Lines of Inquiry:

An inquiry into changes in motion.

An inquiry into balanced and unbalanced forces.

An inquiry into how we use magnetic forces to invent new things.



- Grade 3 - The Money Unit - How We Organize Ourselves

Theme Strand: *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.

Central Idea: Economic resources connect individuals and communities.

Key Concepts: Function, Connection, Responsibility

Lines of Inquiry:

An inquiry into the economic resources available in a community.

An Inquiry into trade.

An Inquiry into how to use money wisely.



- Grade 3 - Peace and Conflict Unit - Sharing The Planet

Theme Strand: 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.**

Central Idea: How we resolve conflicts impact our relationships with others.

Key Concepts: Causation, Form, Change

Lines of Inquiry:

An inquiry into what causes conflict and peace.

An inquiry into the various ways people promote peace.

An inquiry into how people with different beliefs and opinions coexist.



- Grade 3 - The Drama Unit - How We Express Ourselves

Theme Strand: 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.

Central Idea: Creativity grows by using performing arts to tell a story.

Key Concepts: Function, Perspective, Form

Lines of Inquiry:

An Inquiry into how a play is structured and produced.

An Inquiry into the devices and techniques that affect audience feelings and interpretation.

An Inquiry into the creative process.



- Grade 4 - Growth Mindset - Who We Are

Theme Strand: 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.

Central Idea: People use various strategies to help them develop a healthy lifestyle.

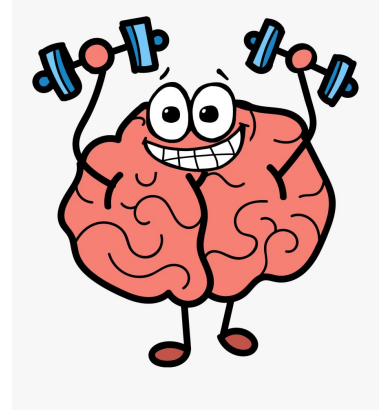
Key Concepts: Change, Form, Function

Lines of Inquiry:

An inquiry into how facing challenges affects our individual growth.

An inquiry into different types of health

An inquiry into how to use different techniques to improve our health.



- Grade 4 - Exploration and Colonisation - Where We Are In Place and Time

Theme Strand: 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: Exploration has impacts upon global culture.

Key Concepts: Perspective, Connection, Causation

Lines of Inquiry:

An inquiry into how events can be viewed differently

An inquiry into how exploration has led to global cultural practices

An inquiry into why exploration happens



- Grade 4 - Natural Disasters - How The World Works

Theme Strand: 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: Human societies are shaped by natural events.

Key Concepts: Form, Function, Connection

Lines of Inquiry:

An inquiry into why extreme natural events happen.

An inquiry into how humans are affected by the natural world.

An inquiry into methods that humans use to adjust to extreme natural events.



- Grade 4 - The Government Unit - How We Organize Ourselves

Theme Strand: 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.

Central Idea: Organizations are used to make decisions.

Key Concepts: Causation, Function, Responsibility

Lines of Inquiry:

An inquiry into why national and international organizations exist

An inquiry into the impact of national organizations

An inquiry into the responsibilities of making organizational decisions.



- Grade 4 - Advocacy and Equality - Sharing The Planet

Theme Strand: 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.

Central Idea: Equity and rights are expressed through advocacy.

Key Concepts: Form, Responsibility, Perspective

Lines of Inquiry:

An inquiry into what advocacy is.

An inquiry into how people express themselves to advocate for themselves and others.

An inquiry into how advocacy can change the way that people think and live.



- Grade 4 - Visual Arts - How We Express Ourselves

Theme Strand: 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.

Central Idea: The skills we develop help us communicate our ideas and express our thinking to others

Key Concepts: Form, Function, Perspective

Lines of Inquiry:

An inquiry into writing as a form of individual expression

An inquiry into using the arts to communicate ideas and perspectives

An inquiry into working together to communicate knowledge



- Grade 5 - World Myths - Who We Are

Theme Strand: **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.

Central Idea: Different cultures express their beliefs and values through stories and tales passed on.

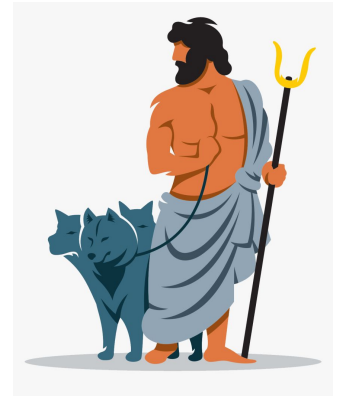
Key Concepts: Form, Perspective, Causation

Lines of Inquiry:

An inquiry into the various styles of spoken history.

An inquiry into cultural beliefs and values.

An inquiry into how natural phenomenon are explained are told through stories



- Grade 5 - Migration - Where We Are In Place and Time

Theme Strand: 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: The cause of migration varies and so does its impact on local communities.

Key Concepts: Change, Connection, Perspective

Lines of Inquiry:

An inquiry into the effects migrations and immigration have on communities.

An inquiry into push and pull factors that cause someone to move.

An inquiry into how the responses towards immigration and migration.



- Grade 5 - Design & Invention - How The World Works

Theme Strand: *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: Changes in technology affect how we interact with our world and each other.

Key Concepts: Change, Function, Form

Lines of Inquiry:

An inquiry into how technology changes over time.

An inquiry into how design uses specific materials to solve specific problems.

An inquiry into the impact of industry on people and the environment



- Grade 5 - The SDGs Unit - How We Organize Ourselves

Theme Strand: *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.

Central Idea: International communities work together to achieve individual and group goals.

Key Concepts: Responsibility, Perspective, Causation

Lines of Inquiry:

An inquiry into how international communities work on global issues.

An inquiry into how working together communities can achieve more than on their own.

An inquiry into how choices made today affect all communities in the future.



- Grade 5 - The Earth Unit - Sharing The Planet

Theme Strand: 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.

Central Idea: The resources of the world are shared among all living and nonliving things

Key Concepts: Connection, Responsibility, Form

Lines of Inquiry:

An inquiry into the amount of and location of resources on the Earth.

An inquiry into how resources are cycled among the different spheres of the world

An inquiry into how to keep resources in balance



- Grade 5 - Sharing the Planet **student generated**

Theme Strand: 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.

Central Idea: Natural resources impact the way living things live.

Key Concepts: Change, Function, Responsibility

Lines of Inquiry:

An inquiry into how the Earth's resources change over time.

An inquiry into how living things survive in nature.

An inquiry into how human actions impact natural resources.



- Grade 5 - The Exhibition - How We Express Ourselves

Theme Strand: 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.

Central Idea: Written by students

Key Concepts: Written by students

Lines of Inquiry:

Written by students

