



GAA PYP PROGRAM OF INQUIRY 2023/24

Here is our most up to date Programme of Inquiry or POI for the 2023/24 academic year. The POI is a "road map" of student learning from PreK to Fifth grade. The units are based on AERO common core standards, NGSS standards, IB expectations and the natural curiosities of children. Units highlighted in blue are new for the 2023/24 school year and units in green will change in the 2024/25 school year. Units in pink need review for alignment of NGSS standards.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These programs of inquiry encourage GAA students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The transdisciplinary program of inquiry conceptualizes learning in a way that provides students with a range of opportunities to develop subject-specific knowledge, concepts and skills in order to develop a deeper understanding of the transdisciplinary themes.



PreK	Who We Are 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.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; or appreciation of the aesthetic	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
CENTRAL IDEA	Friends and Family	Safe and Healthy	Express yourself	Rules and Routines
LINES OF INQUIRY (KEY CONCEPTS)	<u>Understanding myself and others helps me grow.</u> إن فهم نفسي وفهم الآخرين يساعدني على النمو	<u>We can all take action and contribute to a healthy environment.</u> يمكننا جميعًا اتخاذ الإجراءات اللازمة والمساهمة في خلق بيئة صحية .	We all have feelings and express them in different ways. لدينا جميعًا مشاعر وأفكار نُعبّر عنها بطرق مختلفة .	<u>Rules and Routines help us be comfortable and safe at school.</u> Routines and rules of the classroom (Form) People that help me (Connection) Being safe at school (Responsibility) Key Concepts: Form, Connection, Responsibility
RELATED CONCEPTS	My friends and family (form) What I look like (body parts, similarities/differences) (Perspective) My five senses (Function) How we change when we grow (change) Key Concepts: Form, Perspective, Function, change	The conditions for a healthy environment. (Function) The impact of our actions on the environment. (Causation) Our personal responsibility towards a healthy environment. (responsibility) Key Concepts: Function, Responsibility, Causation	Feelings we have. (form) Different ways we express our feelings and ideas. (connection) Expressing myself creatively. (Perspective) Key Concepts: Form, Connection, Perspective	Interaction, safety, choices, behavior, systems
APPROACHES TO LEARNING	Self, Identity, Family, relationships	Health, safety, cooperation,	Expression, creativity, pictures/illustrations, print, language	Social Skills
LEARNER PROFILE	Thinking skills	Self-management skills	Communication skills	Thinker, Communicator, Risk Taker
CONTENT FOCUS	Reflective, Open-Minded	Caring, Balanced, Principled	Inquirer, Knowledgeable, Caring	ALL
SDG				






GAA PROGRAM OF INQUIRY - KG1

KG1	Who We Are 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.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; or appreciation of the aesthetic	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
CENTRAL IDEA	All About Me (1)	Living Things (2)	Self-Regulation (3)	Materials Exploration (4)
	<u>People have similarities and differences which make them unique.</u> التشابه والاختلاف بين الناس يجعلهم فريدين .	<u>Living things have needs in order to grow.</u> الكائنات الحية لديها احتياجات من أجل التّغَيّر والنمو .	<u>Emotions and ideas are expressed in different ways.</u> التّعبير عن العواطف والأفكار يتم بطرق مختلفة .	<u>Materials have properties that can be manipulated and used for different purposes.</u> الأدوات لها خصائص يمكن تغييرها واستخدامها لأغراض مختلفة.
LINES OF INQUIRY (KEY CONCEPTS)	Physical traits (Form) Personal characteristics (Form) Similarities and differences (Connection)	Living and non-living things (Function) The needs of living things (Connection) How our actions can affect living things (Responsibility)	Feelings and emotions (Perspective) Forms of expression (Connection) Self-expression (Causation)	Properties of materials (Form) How we use different materials (Function) Designing with materials for various purposes (Change)
	Identity, character, individuality	Living vs Nonliving, survival, growth, dependence, environment	Communication, movement, creativity, imagination	Properties, materials, scientific method, design process
RELATED CONCEPTS	Social: all Self-Management: managing self, emotional management, self motivation	Research: Observing, Thinking: Analysis, Application, Reflection	Thinking: Application Communication: Listening, Speaking, Interpreting	Research - scientific method, formulating and planning, creating Communication - Presenting, speaking and listening
	Risk-taker, Balanced, Open-minded	Caring, Thinker, Knowledgeable	Communicator, Principled, Risk-taker	Inquirer, Knowledgeable, Reflective
APPROACHES TO LEARNING	Social Studies, Arts, Language	Science, Language	PSPE, Arts, Language	Science, Math, Language
LEARNER PROFILE				
CONTENT FOCUS				
SDG				

KG 2	Who We Are 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.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; or appreciation of the aesthetic	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Where We Are In Place & Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
	Relationships (1)	Cycles	Storytelling	Forces and Motion	Similarities and Differences
	<u>People's relationships affect how they feel and behave.</u> علاقات الناس ببعضهم البعض تؤثر على سلوكهم وأحاسيسهم.	Living things depend on their environment to meet their needs.	<u>Storytelling communicates ideas, feelings and experiences.</u> سرد القصص تظهر الأفكار ، المشاعر والتجارب.	<u>Understanding forces and motion helps people to build and create.</u> فهم القوى والحركة يساعد الناس على البناء والإبداع.	Understanding different cultures can lead to respect and appreciation. إن فهم الثقافات المختلفة يمكن أن يؤدي إلى الاحترام والتقدير.
	Types of relationships (Form) Roles and behaviors in relationships (Change) How relationships affect us (Causation)	Living things and their environments (form) How living things change their environments (change) Taking care of the environment (responsibility)	Elements of a story (Form) Ways stories are told (Function) Personal connections to stories (Connection)	How things move (Function) The factors that affect movement (Causation) Applying knowledge about movement (Change)	Personal histories (Perspective) Countries and cultures (Form) Similarities and differences (Connection)
	Friendship, family, roles, emotions, self-awareness	Living, need, interaction, conservation	creativity, expression, opinions	Force, Movement/Motion, Energy, Engineering	Culture, time, geography, identity
	Social: social intelligence, respecting others Communication: speaking and listening	Research: formulating and planning; Gathering & Recording, Creating Self-Management: Resilience	Social skills: Adopting a variety of roles, Respecting others. Communication Skills: Speaking, Listening, Reading, Presenting, Non-Verbal	Research Skills: formulating & Planning, Gathering & Recording, Synthesizing and Interpreting. Thinking Skills: Generating novel ideas	Research: synthesizing and interpreting Thinking: analysis
	Open-minded, Balanced, Reflective	Inquirers, Caring	Communicator, Reflective	Inquirer, Risk-taker, Knowledgeable	Balanced, Open minded
	PSPE, Social Studies	Science, math, language	Language	Science, Math, PE, Language	Social Studies
	SDG 	15 LIFE ON LAND 		9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 	

GAA PROGRAM OF INQUIRY - GRADE 1

G1	Who We Are 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.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; or appreciation of the aesthetic	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Where We Are In Place & Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
	Healthy Lifestyle	Homes	Celebrations & Traditions (YL)	Light and Sound	Natural Patterns (YL)	Communities
	<u>Making informed choices leads to a balanced, healthy lifestyle.</u> تؤدي خياراتنا اليومية المتوازنة إلى نمط حياة صحي.	<u>Where and how people live is influenced by their environment.</u> تؤثر البيئة على حياة الإنسان.	<u>People recognize important events through celebrations and traditions.</u> يتعرف الناس على أحداث معينة من خلال المناسبات، والعادات والتقاليد.	<u>Light and sound help people experience the world.</u> يساعد الضوء والصوت الناس التعرف على العالم واختباره.	<u>Observing patterns of the natural world creates an understanding of systems.</u> إن مراقبة أنماط العالم الطبيعي تخلق فهماً للأنظمة.	<u>Communities provide interconnected services to meet people's needs</u> توفر المجتمعات خدمات مترابطة تلبي احتياجات الناس
	Factors that contribute to a balanced lifestyle (Responsibility) Informed choices people make (Causation) Becoming a health expert (Perspective)	Weather and Climate (form) Factors that affect where and how we live, work and play (causation) Similarities and differences of houses in different climates (connection)	Types of Celebrations (Form) Ways people celebrate (Function) Similarities and differences between various celebrations & Traditions (Connection)	Sources of light and sound (Form) How light can be blocked or bounced (Function) How sound can be made and changed (Change)	Natural patterns and cycles (form) Patterns that affect change (causation) Recording information clearly and accurately (responsibility)	Reasons people live in the community (Perspective) Services needed to support a community (Connection) Roles and Responsibilities of Community Members (Responsibility)
	Health, Nutrition, Exercise, Choices, Hygiene, Mindfulness	Climate, weather, materials, properties, environment, adaptation	Diversity, Traditions, Culture, International Mindedness	Properties (Opaque & Transparent), interactions (colour, shadows), reflection	Patterns, Day and Night, cycles,	goods, jobs, needs, wants, interconnected, services
	Self-management skills: Organization- Time Management, Managing self Research: formulating & planning	Thinking Skills: Analysis, Application in Multiple Contexts Research Skills: formulating and planning, gathering and recording,	Social Skills: Respecting others Research Skills: Gathering & Recording, Creating Communication Skills: Listening, Speaking, Reading, Writing	Research: All	Research: formulating and planning, gathering and collecting	Social Skills: supporting others, resolving conflict Self Management: organization - time management, managing self
	Knowledgeable, Balanced, Risk Taker, Reflective	Knowledgeable, Thinker, Communicators	Reflective, Open-minded, Caring	Inquirer, Knowledgeable	Inquirer, Communicator	Thinker, Principled
	Science, PE(health)	Science, Social Studies	Social Studies, Language	Science	Science, Math	Social Studies
	 	 				 

G2	Who We Are 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.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; or appreciation of the aesthetic	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Where We Are In Place & Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
	Beliefs and Values (YL)	Habitats and Ecosystems	Time (YL)	Matter	Exploration	Workplaces
	<u>People's beliefs and values shape who they are and how they interact.</u> تشكل معتقدات الناس وقيمهم من هم وكيف يتفاعلون.	<u>Living things are part of an interdependent system.</u> الكائنات الحية جزء من نظام مترابط.	People use time to communicate clearly with others. يستخدم الناس الوقت للتواصل بوضوح مع الآخرين .	<u>Matter has properties that can change to be used in different ways.</u> تحتوي المواد خصائص يمكن تغييرها لاستخدامات مختلفة.	<u>Human exploration builds understanding of our position in the world.</u> الاستكشاف البشري يبني الفهم لموقعنا في العالم .	<u>People share responsibility within an organization to achieve a common goal.</u> يتشارك الناس المسؤولية داخل المنظمة للوصول إلى هدف موحد.
	Where beliefs and values come from (Perspective) How beliefs and values shape who we are (Causation) Ways beliefs and values influence how we interact with others (Responsibility)	Living things and their different habitats (Form/Function) Plant needs (Function) Plant and Animal Relationships (Connection)	How humans organize and use time in everyday life (function) How time is measured and recorded (function) How time influences our language and cultures (Connection)	-The properties of matter (form) -The changing states of matter (change) -How humans use matter in different ways (function)	Process that shape the earth (Change) (fast & slow, weathering & erosion) Our position in the world (Connection?) (maps, bodies of water) The positive and negative impacts of exploration (perspective)	The purpose and structure of organizations (Function) Responsibilities within an organization (Responsibility) What makes a successful organization(Causation)
	International-mindedness, identity, Culture, relationships	Ecosystem, needs, interaction, interdependence, habitat	Pattern, number & value, Time, Culture, Language, organization	Observation, transformation, energy, properties	Discovery, process, resources, geography, location	problem solving, accountability, interdependence
	Thinking: Metacognition Social: Respecting others, social intelligence, Resolving Conflict Communication: Listening, Informed Choices Self-management: <i>States of Mind</i> - Emotional management	Self-Management: <i>States of Mind</i> - Emotional Management Research: Synthesizing and Interpreting, Formulating & Planning, Gathering & Recording, Evaluating & Communicating Thinking: <i>Creative</i> - Considering new perspectives	Communication: Exchanging Info, Literacy - Writing Thinking: Critical Analysis, Evaluation, Reflection, creative	Thinking: Application, Synthesizing & Interpreting, Evaluation, Considering new perspectives Social: Resolving Conflict, self Control, Social Intelligence	Research: Formulating & Planning, Gathering & Recording, Evaluating & Communicating Thinking: <i>Creative</i> - Considering new perspectives	Self-Management: Managing Self, Time Management, Emotional Management Social Skills: Respecting Others, Social Intelligence, Resolving Conflict, self Control Communication skills: Informed Choices, Exchanging Information, Literacy-Reading
	Open-minded, Reflective	Principled, Caring	Thinkers, Communicator	Thinker, Knowledgeable	Open-minded, Inquirers	Communicators, Principled, Balanced
	Social Studies	Science	Maths, Language, Arts	Science	Social Studies, Science	Social Studies, PE(teamwork)
	SDG 	 				

G3	Who We Are 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.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; or appreciation of the aesthetic	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Where We Are In Place & Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
	Heredity	Sustainability and Resources	The Arts	Weather and Climate	Simple Machines	Trade
CENTRAL IDEA	Characteristics of living things may promote survival in the natural world خصائص الكائنات الحية قد تعزز البقاء في العالم الطبيعي .	The availability and sustainability of natural resources impact communities. توافر واستدامة الموارد الطبيعية تؤثر على المجتمعات.	The arts engage an audience and invite a response. الفنون تجذب الجمهور وتشدهم نحو التفاعل.	Weather and climate impact the world and how people live. يؤثر الطقس والمناخ على العالم وعلى معيشة الناس.	Simple machines from the past impact our lives in the present. الآلات البسيطة في الماضي لها تأثير على حياتنا في الحاضر.	Supply and demand impact local and global trade. يؤثر العرض والطلب على التجارة المحلية والعالمية.
	-Plant and animal life cycles (change) -Inherited traits and environmental influence on traits (causation) -The variation in traits and advantages in survival. (Connection)	-Human need and use of resources (Form) -Impact of people's choices on Earth's resources (Causation) -Making informed choices to support sustainability (Responsibility)	-The Creative Process (Function) -The elements of a theater performance (form) -How perspective influences how art is created and interpreted. (Perspective)	-Factors that affect climate and weather conditions (Causation) -How we measure and monitor weather and climate (Function) -Ways to prepare for extreme weather events (Responsibility)	-Machines that have been used throughout history to help people achieve their goals. (Connection) -How simple machines work(Function) -How the use of simple machines evolved overtime. (Change)	-How trade works (Function) -Factors that influence trade (Causation) -Our responsibility as consumers (Responsibility)
LINES OF INQUIRY (KEY CONCEPTS)	evolution, adaptation, heredity, variance, natural selection, extinction	lifestyle, natural resources, repurposing	expression, performance, Appreciation, Reflection.	patterns, prediction, adaptation	progress, time, simple machines, force, work	distribution, goods and services, supply and demand, ethical decisions
	Research: Synthesizing and interpreting, consuming and processing. Thinking: Application, Analysis Communication: Writing, (Presenting), Interpreting	Thinking: Application, Reflection Research: Consuming & Processing, Considering online perspectives Self-Management: Goal Setting, Perseverance, Self-Motivation	Communication: Speaking, Listening, Interpreting, Writing, Informed choices Social: Respecting Others, Supporting Others Organization: Time Management Thinking: Reflection	Research: Formulating & Planning, Gathering & Recording, Synthesizing & Interpreting Thinking: Analysis, Forming Decisions, Reflection	Thinking: Application, Reflection Social: Social intelligence	Thinking: Application in multiple context, Reflection Communication: Speaking Organization: Managing Self
APPROACHES TO LEARNING	Inquirer, Thinker	Principled, Caring	Communicator, Risk-taker	Inquirer, Knowledgeable	Thinker, Reflective	Principled, Caring
	Science	Science	Arts	Science	Science, Social Studies	Social Studies, Maths
LEARNER PROFILE		 				 
						

G4	Who We Are 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.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; or appreciation of the aesthetic	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Where We Are In Place & Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
	Systems in LT (2)	Inequality (6)	Art, Culture and Diversity (3)	Energy and Waves (5)	The Earth in Space (4)	Digital Media (1, YL)
CENTRAL IDEA	<u>Effective interactions between systems in living things contribute to health and well-being.</u>	<u>Developing an awareness and understanding of inequality encourages action.</u>	<u>Creating and experiencing art leads to an understanding of culture and diversity.</u>	<u>The properties and behaviors of energy and waves can be explored and used for many purposes.</u>	<u>The Earth is part of an interconnected system called the universe.</u>	<u>Living in a digital world impacts how people access information and connect with each other.</u>
	التفاعل بين أنظمة الجسم يساهم في اكتساب صحة جيدة .	تطوير الوعي والفهم لعدم المساواة يشجعنا على اتخاذ مواقف وقرارات.	إنتاج الفنون والتفاعل معها يؤدي إلى فهم الثقافة والتنوع .	يمكن استكشاف خصائص وسلوكيات الطاقة والأمواج واستخدامها لأغراض عديدة .	الأرض جزء من نظام مترابط يسمى الكون .	العيش في عالم التكنولوجيا يؤثر في كيفية وصولنا إلى المعلومات والتواصل مع بعضنا البعض .
LINES OF INQUIRY (KEY CONCEPTS)	The internal and external structures of plants and animals (Function) How animals receive and process information (Connection) Using models to represent events and design solutions (Responsibility)	Inequality around the world (Perspective) The causes of inequality (Causation) The ways individuals and organisations take action on inequality (Change)	The role arts play within cultures and societies (Function) Interpretation and understanding of the Arts (Perspective) Creating and responding to the Arts (form & Causation)	Sources and types of energy (form) Properties and function of waves (function) How energy can be transformed (change) Ways harnessing energy affect society and the environment (responsibility)	The structure of our solar system (Form) <u>The relationships between celestial bodies (Causation)</u> The development of our understanding of the universe (Connection)	How digital media is used. (Function) Evaluating information. (Perspective) My role in a digital world. (Responsibility)
RELATED CONCEPTS	systems (digestive, respiratory, circulatory), anatomy, biology	human rights, global citizenship, responsibility, systems, diversity, equality	performance, beliefs, values, culture	Properties, sustainability, transformation, Conservation, renewable, non-renewable	Cycles, properties, discoveries, explorations, progress	Ethics, Virtual Communities, Digital Citizenship, Safety
	Research: Formulating & Planning, Gathering & Recording Self-management: Managing Self, Mindfulness, Self Motivation Communication: speaking, Listening. Social: Social Intelligence, Resolving Conflict	Thinking: Considering new perspectives, forming decisions Social: Respecting Others, Supporting others, Resolving Conflict	Communication: Exchanging Information (All) Thinking: Critical, Creative and Reflection Self-management: Resilience, Perseverance, Goal Setting	Research: Synthesizing and interpreting, consuming and processing. Thinking: Application, Analysis Communication: Writing, (Presenting), Interpreting	Research: Synthesizing & Interpreting, Evaluating & Communicating, Considering Online Perspectives, Consuming & Processing. Thinking: Analysis, Evaluation	Self-Management: Managing Self Social: Respecting Others Thinking: Analysis, Evaluation Communication: Media Representation, ICT
APPROACHES TO LEARNING	Inquirer, Balanced	Principled, Caring	Communicator, Open-minded, Risk-Takers	Inquirer, Thinker	Inquirer, Thinker	Communicator, Principled
	Science, PE	Social Studies	Arts, Social Studies	Science	Science	PSPE, Social Studies
LEARNING PROGRAM						
CONTENT FOCUS						
SDG		  		  		

G5	Who We Are 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.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; or appreciation of the aesthetic	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Where We Are In Place & Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
	Energy in Org.	Earth Changes	Exhibition	Matter	Migration	Advertising
	<u>Living organisms are dependent on each other and non-living factors in their environment.</u> تعتمد الكائنات الحية على بعضها البعض وعلى العوامل غير الحية في بيئتها .	<u>The Earth changes as a result of natural processes and human activity.</u> تتغير الأرض بمرور الوقت نتيجة للعمليات الطبيعية والنشاط البشري.	<u>Our curiosity creates a desire to learn and the power to act.</u> حب المعرفة يثير فينا الشغف للتعلم ويُمكننا من التصرف بحكمة.	<u>Matter can be changed and used for a variety of purposes.</u> يمكن استخدام المادة في تكوين أشكال و أغراض مختلفة.	<u>Human migration includes challenges, risks and opportunities.</u> تشتمل الهجرة على العديد من التحديات والمخاطر والفرص.	<u>Advertising can influence thinking and choice.</u> يمكن للإعلان أن يؤثر على التفكير والاختيار.
	-Energy in everyday life (Function) -Matter and energy flow in organisms (Change) -Interdependent relationships in ecosystems (Connection)	-The Earth's Spheres (Form) -How Earth's spheres interact (function) -How human activity impacts the spheres. (Causation/Responsibility)	*Concepts and lines of inquiry will be developed by students with the support of the teachers.	Physical and Chemical changes (function) The weight of matter (change) Creating new substances (causation)	Reasons for migration (Causation) How migration leads to new understanding (Connection) Impact of migration on communities (Perspective)	The purpose and impact of Advertising (Causation) The influences of advertising techniques (Connection) Responses to advertising (Responsibility)
	Balance, cycles, interactions, systems, energy, matter, ecosystem	Systems, cycles, erosion, causation, and sustainability		Transformation, conservation, behavior, systems, prediction	history, population, adaptation, movement, community, consequences	advertising, perspective, action, culture, opinion, persuasion
	Thinking: Analysis, Evaluation, Forming Decisions, Reflection Communication: Speaking, Writing	Communication: Reading, Writing Thinking: Analysis, Forming Decisions, Application Research: Gathering and Recording.	Thinking: All Social: Social Intelligence, Supporting others, Resolving conflict Communication: All Self- Management: All Research: All	Research: All	Self-Management: Time Management Communication: Reading, Writing Interpreting, Speaking Thinking: Analysis, Considering new Perspectives, Research: all	Social: Social Intelligence, Resolving Conflicts Communication: Listening, Interpreting Thinking: Analysis, Evaluation, Forming Decisions
	Balanced, Thinker	Thinker, Knowledgeable	ALL, Reflective	Reflective, Inquirer	Risk-taker, Open-minded	Communicator, Principled
LEARNER PROFILE	Science	Science	ALL	Science	Social Studies	Social Studies
	SDG  	 #14, #15?		9? innovation	#10 reduced inequalities, #4 Quality Education, #1 No Poverty, #2 Zero Hunger?, #6 clean water and sanitation	