

Primary Years Curriculum Grade 1-6

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An official International Baccalaureate World School

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# OVERVIEW

Section 1
Overview

Welcome.

At Cunae, we make every effort to provide a dynamic and effective curriculum that will enhance each student’s skill base and knowledge repository needed in today’s global society. To this end we have resourced many state and national standards and curriculum’s, including those of the U.K., Canada, Australia, and the U.S. We draw upon other educational environments not only to glean best teaching practices but also to garner unique, interesting and relevant content that aides to enhance the delivery of our curriculum. However, it is the International Baccalaureate programme which underpins our curriculum and environment.

 This Course Guide booklet provides information about the grade 1-6 programme, as we see it developing over time. Please note that this guide is subject to change throughout the year. Our curriculum is not rigid, but flexible. While we ensure students meet specific required academic milestones, primarily in developing their skill sets (i.e. problem-solving, critical thinking etc.), we do maintain a level of flexibility in content areas, so that we may adapt to the particular characteristics of a given population of students. For example, if we have a group of students with a keen interest in robotics, then some subject areas may be adapted to include such content. Theoretically by appealing to the interest of students, greater learning takes place. That is always our goal.

For more information regarding assessment, tests, homework expectations and other relevant information, please refer to the Parent Handbook. Staff will also provide details throughout the year.

## Our Core Values

The core values the underpin our foundation of our environment and curriculum development are:

* INTERNATIONALISM: Equipping students for a global society and economy through developing their understanding, appreciation and tolerance of other cultures and ways of life
* ECO-CULTURE: Fostering students’ awareness and respect for the natural environment, and promoting responsible citizenship.
* ENTREPRENEURSHIP: Developing students’ essential skills will give rise to personal development, leadership, self-confidence, and the capacity to respond to the changing world.
* INGENUITY: The value and encouragement of creativity, experimentation, problem solving, and thinking outside the box is fostered in our students.

We feel that these values are important as the basis for our environment and academic content as it provides students with a more relevant insight into the world as well as learning about real world applications, thus allowing them to make easier connections to learning rather than just learning for learning’s sake.

## Our Learning Environment

At the core of our environment, and reflective of our purpose, exist four key criteria:

* Authentic Curriculum: Delivery of relevant and engaging content, designed to create a deeper understanding of content and concepts, stimulating higher order thinking and challenging students.
* Balanced Approach: Providing balance between experiential and academic learning; delivery of core and enrichment subjects; academic attainment and psychological health; and provision of a nurturing environment, yet one that also develops a sense of responsibility, accountability and maturation.
* Spirit of Discovery: Fostering self-understanding, curiosity, creativity, reflection, and an interest in lifelong learning, through inquiry, exploration, analysis and expression.
* Socratic Teaching: Teaching through discussion and questioning stimulates student thinking, reasoning and participation. This practice enables students to internalise what they have learned and apply logic, significance, clarity, and accuracy to content and concepts.

*A Note on our Paradigm of Balance*

Balance is imperative for sustained growth and advancement. There are many notable areas where balance can and should be achieved, including balance between:

* Pure academics (informational, directional) vs. experiential learning (field trips, learning by doing) and conceptual learning.
* Local, national and international understanding
* Academic, social and psychological development.
* Providing a nurturing and supportive environment, yet an environment that also develops a sense of responsibility, accountability, and maturation.
* School life, home life and extra-curricular activities.

Our teachers aim to provide a balance in their curriculum delivery and expectations of students’, and are cognizant of the fact that learning also occurs outside the classroom and students often have many other commitments and opportunities to learn.

Additionally, within our learning environment, we also aim to include:

* Personalisation: development of meaningful, sustained relationships among teachers and students.
* Adaptive Pedagogy: ensuring the mode, delivery, and adjustment of the curriculum is conducive to the learning styles and individual level, or rate of progression, of all students, so as to provide for a range of opportunities for success.
* Culturally Responsive Pedagogy: a commitment to multicultural teaching that promotes diversity in a caring and respectful manner, and ties experiences that can be understood, appreciated, and connected to the curriculum.

## Our Practices

Our approach to child learning and development goes beyond academic advancement alone. We engage in practices that promote:

* **Psychological** well-being via the provision of individual care within a safe, secure and supportive environment.
* The positive development of **Social** cognition through the creation of a cooperative environment and sense of community, tolerance, awareness, and appreciation of, and responsibility to, one’s self, and others; and,
* A dynamic, relevant, culturally rich and developmentally based **Academic** curriculum that stimulates curiosity, creativity, reflection, and an interest in lifelong learning.

## Primary Outcomes

As a result of our environment and curriculum, there are 5 primary outcomes sought for students:

* Concepts: stimulation of powerful ideas that have relevance within and across the disciplines, and which students must explore, integrate, and assemble evidence in order to develop analysis, expression and understanding.
* Knowledge: significant and relevant subject matter that engages and challenges students to participate in their own learning.
* Skills: the development of necessary skills to succeed in a changing and challenging world.
* Attitudes: the sharing and development of expressions of fundamental values, beliefs and feelings about learning, the environment, and people.
* Action: the demonstration of deeper learning in responsible behaviour through positive action and service.

Attitudes and action are equally, if not, more important than the usually taught concepts, knowledge and skills.

## An Insight into the Curriculum

In addition to our core values, learning environment and practices guiding our curriculum development, so to does the notion of ‘transdisciplinary’ units of inquiry or themes.

Subjects are delivered through a thematic system that links all subjects, where possible. These are known as units of Inquiry. Subjects, while delivered in a traditional manner i.e. math, science etc., are all tied together through the unit of inquiry. For example, an Inquiry of Ecosystems would flow into other subject areas, as noted below:

Through inquiry, children are encouraged to explore and engage, to observe and wonder, to challenge and question their world; initiating the development of critical and conceptual thinking skills. An inquiry based curriculum also helps students to look at a particular question from a different vantage point, depending on the subject, providing greater dialog and deeper understanding; in addition to developing an appreciation of the interconnectedness of concepts, disciplines, processes, learning and life.

At its heart, our programme is hands-on, interactive, interest-based, and investigative; designed to develop the inquiring mind and to promote self-awareness and understanding of the world we live in. We also focus on the process of doing and creating, not just the end result. Here, it’s o.k. for a child to get something wrong, if the analysis and reflection moves them to greater understanding!

# COURSE OUTLINES

Section 2
Course Outlines

## INQUIRY

At the heart of the International Baccalaureate Primary Years Programme curriculum are units of inquiry. Inquiry is a theme based topic that can be related to social studies, science and technology, art, language arts, or personal and social development. Six major themes are covered each year. These are:

* Who we are
* Where we are in place and time
* How we express ourselves
* How the world works
* How we organise ourselves
* Sharing the planet

Students will typically engage in activities and hands-on projects that will explore these themes, which may entail group or individual work. Group discussion always precedes any work or activities to stimulate thinking and initiate excitement. The topics under the given themes will flow into all other subject areas being undertaking at the time. For example, in language arts, the class reading book may be ‘Hoot’, to correspond with the inquiry study of ecosystems; or various mathematical computations of the Amazon may be used in math. By linking the subjects together with a common theme, this allows students to see connections in the world, helping their knowledge acquisition and understanding. Through inquiry, using a science based topic as an example, students will:

* Develop observational skills and questioning.
* Examine changes in our environment.
* Explore changes in materials.
* Promote observational skills through the use of simple scientific equipment.
* Record observations through drawings and communicate ideas using developing scientific language.
* Begin looking at cause and effect.
* Understand the requirements of living things.

Students also have the opportunity to reflect on their participation and work over the 6 week period. This helps them to develop a greater understanding of themselves individually and their relationships with others, in addition to taking an interest in their own learning.

Inquiry is a single subject in which generally a major project is undertaken by the students. It gives students an opportunity to develop their project management skills, which is a requisite skill needed in the world today. Each inquiry begins with a brainstorming session in which students can share what they already know about the topic and what they would like to learn about the topic. Group discussion always precedes any work or activities to stimulate thinking and initiate excitement. It is useful for teachers to write words/questions/themes etc. that the students come up with during the brainstorming session on large paper. This sheet can be left up during the 6 week course to remind students of what they initially were examining. There are 8 concepts that aide the brainstorming session.

These are:

* Form: What is it like?
* Function: How does it work?
* Causation: Why is it like it is?
* Change: How is it changing?
* Connection: How is it connected to other things?
* Perspective: What are the points of view?
* Responsibility: What is our responsibility?
* Reflection: How do we know?

Inquiry allows students to play a much larger role in their own learning, in addition to learning from each other, and as a team. Specific to this is that students are given an opportunity to choose projects related to the topic that is of interest to them, which in turn tends to generate motivation in learning about the given subject matter (although not always!). Even if a group project is being undertaken, students should be given an opportunity to choose their part within that group.

Throughout the 6 weeks of inquiry students will be working individually or as part of a team to plan, research, and present their project or part of their project. Formats for projects are varied and are only limited to the students, or teachers, creativity. For example, students may simply undertake an individual project about something related to the inquiry topic and complete a diorama, poster, or video, and conduct an individual presentation. In a group project, using the solar system as an example, they may each research a part of that solar system and at the completion of the 6 weeks they may submit an individual written report about their part (i.e. stars) but they should also produce a group play about the solar system in which they will play their part.

The presentation aspect of the project is important. Firstly, presentations allow a format for students to learn from each other in a non-competitive environment. Rather than learning exactly the same information about a topic, they each learn aspects of a topic and share at its conclusion. Secondly, presentations aide the development of oral communication skills which not only improves their general ability to communicate but will give students an edge in the world outside of their educational experience. This is an important factor throughout our curriculum; explored in our cultures units, drama, and roundtable.

During inquiry, other activities are incorporated to reinforce concepts learned in the unit. These may be smaller 1 lesson activities, or mini projects, which will also provide an opportunity for learning and assessment about the students understanding of the unit topic.

During the inquiry process, in addition to topic content, students will develop a number of other skills will be developed. These include:

* Creativity/Thinking Skills
* Planning
* Researching
* Organisation Skills
* Presentation/Communication

Inquiry is a wonderful subject for students to feel successful no matter their academic level.

## CULTURES and ENVIRONMENTS

A second major subject and theme that runs throughout our curriculum is that of Cultures and Environments.

Although the strands of history, geography and society are often considered separately, in practice they are inextricably linked. Cultures is essentially about people: how they think, feel and act; how they interact with others; their beliefs, aspirations and pleasures; the problems they have to face; how and where they live (or lived); how they interact with their environment; the work they do and how they organise themselves.

This subject provides opportunities for students to look at and think about human behaviour realistically, objectively and with sensitivity. It aims to guide students and teachers towards a deeper understanding of themselves and others, and of their place in an increasingly global society, in addition to learning about the demographics of a given country.

Our goal in each cultures unit is to create a salient experience that students can not only learn from but can also develop an interest in the world outside their own environment. This can lead not only to better understanding, empathy and tolerance, but also to possibilities of contribution or taking an active role in the world.

In order to prepare younger students for cultures, so that they have the capacity to understand the wider world around them, their units are designed to be more general, and relatable to their own environment. There is effort to ensure every year that each region of the world is explored, reinforcing a global understanding of how the world is put together

Teachers will cover traditional aspects of social studies, including:

* History
* Geography
* Demographics
* Economy
* Food
* The arts
* Sports
* Language
* Culture

As with inquiry, the cultures themes will be examined across disciplines where possible.

## ENGLISH (Language Arts)

Language is fundamental to learning. By learning language as well as learning about and through language, we nurture an appreciation of the richness of language and its power to evoke feelings, to form and convey ideas, and develop a love of literature. Students also learn to inform, to discuss, to critique, to compose, to persuade, to entertain and to argue through their development of understanding the purpose, audience and situation that influence the structures and features of language.

Without language arts a student’s education is truly hindered as it plays a very important role in all subjects undertaken, and therefore, can affect all aspects of a child’s educational development. Reading and writing must be addressed with utmost importance. However, our school also emphasises other communication skills such as listening, speaking and presentation skills. For some, these provide greater opportunity for students to find a way that is suitable for them to communicate; for others, it rounds out their overall communication skills.

Language arts, whilst a single discipline, is considered in all disciplines and encompasses:

* Mechanics of Language
	+ Phonological awareness, phonics, and spelling
	+ Word recognition, graphic knowledge and spelling
	+ Vocabulary extension
	+ Grammatical awareness
	+ Sentence construction and punctuation
* Oral communication
	+ Listening
	+ speaking
* Written communication: reading and writing
	+ Print awareness
	+ Reading comprehension: fiction and non-fiction
	+ Handwriting
	+ Writing: fiction and non-fiction
* Visual communication
	+ Viewing and Presenting

Over the course of the programme, students will engage in:

* Shakespeare (readers theatre), Poetry, The classics, Biographies, Genres
* Book publishing, Journalism

## MATH

The IB PYP views mathematics not as a fixed body of knowledge to be transmitted, but as a way of thinking and a language for understanding meaning. Thus, different strategies are used and conveyed to show how students can get to a single outcome.

The main areas of math covered include:

* Measurement
* Shape and space (geometry)
* Data handling
* Numbers, operations and algebraic thinking
* Pattern and function
* Problem solving

To achieve our math goals, Cunae primarily utilises Singapore math. This is also infused with other resources such as the University of Chicago’s Everyday Mathematics programme. Both are recognized and acclaimed programmes, however each approach math in different ways. The Singapore Math Programme is known to produce the best math students in the world and is traditional in nature – a more rote and direct approach to math. The Everyday Math Programme takes math concepts and teaches students to ‘think’ about math. Our goal, over time, is to create our own math programme based on these two strong curriculums. In doing so, this helps ensure we cater to the students varying learning styles.

 Additionally, our programme incorporates what we refer to as ‘real world math’. This can be related to inquiry or cultures (i.e. foreign currency), or simply to real life mathematical issues (i.e. banking). It also includes learning both standard and metric systems. The aim is to make math relevant to the students which can enhance the learning of traditional math in that connections can be identified and applied.

## SCIENCE and TECHNOLOGY

Our science programme combines all aspects of science, including:

* earth science: the study of planet earth and its relationship to the universe
* life systems: the study of humans and other animals, plants and the environment and the interactions between them
* matters and materials: the study of origins, properties and uses of natural and human-made solids, liquids and gases
* forces and energy: the study of energy, its origins and transfer, and its effect
* technology: the study of engineering and other technological advancements (computers, machines etc.)
* sustainable education: the application of scientific knowledge to make the world a better place

The programme is designed to stimulate and challenge student ideas. In science, successes come from failures, so it is not the intention of our programme to simply teach what is ‘right’, but to allow students to explore, engage and make their own hypotheses, right or wrong. Students are also encouraged to use a variety of methods in order to develop an understanding of which skills are most useful and effective. Additionally, students are given many opportunities to communicate their scientific thinking, and engage in group discourse, as well as reflecting upon their work.

Through the scientific process students will:

* Develop their observational skills
* Use their senses to gather and record information
* Identify simple patters and make predictions
* Explore the way objects and phenomena function
* Recognize basic cause and effect relationships.
* Examine change over time
* Understand how variables and conditions may affect change
* Be aware of different perspectives
* Communicate their ideas using their own scientific experience and vocabulary
* Identify and reflect on the organizing themes

## THE ARTS

The creative discipline of the art programme has strong links to other disciplines and is seen as an essential element to learning, not an optional extra. The creative process is seen as a driving force in learning throughout all the disciplines, enhancing communication and expressive language. Imagination, creativity and original thinking, which underpins the arts programme, is considered extremely valuable as it allows for innovation, interpretation, research, analysis and transfer. Valuing imagination and celebrating original thinking promotes initiative, self-assessment and reflection and a lifelong love of learning, in addition to enhancing self-esteem.

The Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world. In every society the Arts play a pivotal role, socially, economically and culturally. The Arts encourage the development of skills and the exploration of technologies, forms and processes through single and multimodal forms. They fuel the exploration of ideas that cross the gamut of human emotions and moods through holistic learning using cognitive, emotional, sensory, aesthetic, kinaesthetic and physical fields.

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The art programme consists of:

**Visual Art**

* Use of art to express feelings and to create and explore ideas.
* Make marks, imagine and represent with a variety of tools and materials.
* Investigate and experiment with colour, shape, form, and texture to produce 2D and 3D works.
* Explore aspects of design.
* Introduction of a variety of techniques (e.g. printing, collage, etc.).
* Respond to and appreciate artwork from a variety of sources and cultures.

Performance Art

* Drama and movement: teaching students to communicate in powerful ways that go beyond their spoken language
* Music: At this time we do not have a music programme, but infuse elements, such as percussion, when possible. This programme will be developed over time.

## PHYSICAL EDUCATION AND HEALTH

Physical education encompasses all that which contributes to personal lifelong health, including psychological and social health, explored through development of the student’s self-concept, which is considered throughout all disciplines. Additionally, studies have also shown that PE enhances academic learning.

 Through sporting activities, PE helps to build links with parents, the local community and beyond. Psychological and social health is also explored through developing the student’s awareness of self-concept, which is considered throughout all disciplines.

Studies have also shown that PE enhances learning within the classroom. Whilst ideally PE should be conducted daily it is logistically difficult to do so. Thus we have 1-2 official PE lessons plus when time permits we encourage teachers to engage in more moderate activities in the morning prior to academic subjects (i.e. a morning walk).

* Spatial Awareness
* Movement
* Adventure Challenge
* Athletics & Sport (swimming, tennis, golf etc.)
* Dance
* Games
* Gymnastics
* Health Related Exercise
* Safety
* Self-Concept

The role of PE in Cunae is to develop useful skills that will serve the students throughout their lives. We do not have the resources to develop professional athletes however what will set us apart from other schools will be the provision of relevant health and physical education. It is a programme that ALL students can feel successful undertaking.

The P.E. programme consists of:

* Spatial awareness and gross motor skill development.
* Coordination, control, manipulation, and balance.
* Participation and instruction following in simple games.
* Vocabulary of movement (e.g. hop, run, jump, etc.).
* Healthy lifestyles and the importance of being physically active.

These aspects of P.E. may be achieved through games, dance, tai chi, yoga, gymnastics, and other related activities.

## FOREIGN LANGUAGE

It is mandatory at Cunae for students to undertake a second language. Children pass through a sensitive period of speech development during which they can learn a second or third language with little effort. Students will learn to communicate in a second language through listening, speaking reading, viewing, writing, and the use of body language, visual cues and signs. Learning a second language not only allows a child to express himself or herself to another group of people, but it allows the child to better understand other cultures and the interconnected world in which he or she lives. However, it is the developmental benefits that are most appealing in offering this programme, including:

* Increased intellectual functioning through the awareness of sound, sound patterns, sequencing etc.;
* Increased analytical orientation to language;
* Improved performance in math and logic skills;
* Superior listening skills;
* Development of a strong sense of identity and self-esteem; and,
* Heightened sensitivity towards others.

Through the language programme students will:

* Understand basic positive and negative commands
* Understand meaning of thematic vocabulary
* Understand simple conversation
* Reproduce the sounds of the target language
* Pronounce syllables and words correctly
* Use one word descriptions
* Use simple grammatical structures and sentence patterns
* Respond accurately to simple oral prompts
* Identify cognates
* Understand lists of thematic vocabulary
* Copy isolated words and two- or three-word phrases, with understanding
* Reproduce some familiar words or phrases from memory

## INDEPENDENT STUDIES

#### The final subject area is two hours of independent study time. This block of time is teacher and student driven in terms of content. It will serve to address:

#### Our 4 core values within the school

#### Entrepreneurship: Projects and content designed to develop students’ essential skills will give rise to personal development, leadership, self-confidence, and the capacity to respond to the changing world (e.g. leadership projects, business projects, financial literacy etc.).

#### Eco-Culture/Sustainable Education: Projects and content that foster students’ awareness and respect for the natural environment, and promotes responsible citizenship (e.g. butterfly garden).

#### Ingenuity: Projects and content that encourage creativity, experimentation, problem solving, and thinking outside the box (e.g. campus engineering projects).

#### Internationalism: Projects and content that help equip students for a global society and economy through developing their understanding, appreciation and tolerance of other cultures and ways of life (e.g. round table discussions of current events).

#### Personal Development Series : Be Real Programme (grade 3+ only): The essence of The Real Game Series is helping students imagine, as clearly as possible, through role-playing and experiential future-based scenarios, the future they would love to be living, so they can become intentional and purposeful in achieving their dreams. They learn, experientially, about the essential workplace skills, character traits, emotional intelligence, habits and attitudes they will need to visualize and construct a great life. Through this programme they also learn about:

* Themselves: Dreaming about your future can help you understand what you really want in life. Knowing what you want and keeping it in your mind can give you the motivation you need to deal with life's challenges. Never be afraid to dream,
* Change: We change constantly and so does the world around us-including the working world. Because a single occupation will no longer take workers from the beginning to the end of their working lives, adaptability is an important skill to carry into the future.
* Learning is Ongoing: Graduating from high school or college doesn't mean that your education is complete. Opportunities to learn are everywhere! Learn to recognize them and make your learning a lifelong experience.
* Focus on the Journey: Travelling through life is like travelling down a road: having a destination gives direction, but most of the time is spent moving along. Pay attention to the journey with all its pitfalls, sidetracks, opportunities, and highways to new destinations.
* Accessing Allies: The journey of life is not taken alone. Friends, family, teachers, neighbours--any of them can be willing and helpful allies when it comes to judging what steps to take in life's path.
* Community Service: When possible, students will engage in service to the community, which may in part occur out of school hours. More information will be supplied to parents at the appropriate time. Community service is an important aspect of our environment as it encourages students to become responsible citizens. Whilst there is a heavy emphasis on such service in the middle years programme, we aim to introduce it at the primary level in order to develop an early awareness.

#### Additional time for content, homework, or projects for main course units e.g. math, English, science etc.

# COURSE TOPICS

Section 3
Course Topics

A note about our course topics:

The topics outlined in this section serve as representations of what we intend to teach. However, the beauty of our programme is that it is flexible and can change along the way in order to better serve student interest and abilities. Thus, please be aware that at times we will not adhere to the topics stated in order to accommodate our students.

Secondly, parts of the curriculum are currently going through review and other parts are still being fully developed, for example, foreign language. As these changes occur, this document will be updated.

The topics outlined in ‘Inquiry’ represent only one possible topic. Our teachers are supplied with a ‘bank’ of topics to choose from, however, they will have a similar theme. Also note that the themes are not necessarily completed in order as stated. Choice of topic may be dependent on length of term, weather, or even relationship to things going on in the world.

English and the arts are developed within the inquiry, cultures and science topics, providing greater flexibility as teachers and students move through the curriculum. Your teacher will keep you apprised of content throughout the year.

Math currently follows the Singapore Math outline.

PE topics are currently under revision, however, teachers will keep you apprised of activities during each 6 week session.

Finally, while inquiry and cultures serve as 2 main themes throughout our curriculum, students will also have the opportunity to engage in educational activities that represent current affairs, celebrations, or any other topic of interest at particular times through the year.

Should you have any questions, please see your teacher or the Director.

## GRADE 1

**INQUIRY 1 – WHO WE ARE: HOME**

Central idea: People make their home in different places and personalise it in different ways. Students will explore:

* The nature of home
* How we make a home personal
* Why we need a home
* How a home can create a sense of belonging

CULTURES: North America – The Caribbean

SCIENCE: Basic Human Needs

**INQUIRY 2 - WHERE WE ARE IN PLACE AND TIME: PUBLIC PLACES**

Central idea: Public places serve the needs of the community. Students will explore:

* The public places and buildings in our community
* How and by whom these places are used
* How these places differ from our homes
* The systems that public places have to make them work such as opening hours and regulations
* How the purpose influences the design and size of the space

CULTURES: North Africa (Morocco, Sahara, Tunisia etc.)

SCIENCE: Wonders of the World – Natural and Man Made (Earth Science and Engineering)

**INQUIRY 3 – HOW WE EXPRESS OURSELVES: IMAGINE THAT!**

Central idea: People tell stories in a variety of ways to explore feelings, explain the world or entertain. Students will explore:

* What a story is
* Why people tell stories
* Different types of purposes of stories
* Different ways that stories are presented such as drama, dance, music, puppetry and images

CULTURES: North America – A Microscope on Texas

SCIENCE: Light and sound energy (energy and control); materials that transmit, reflect, or absorb light or sound (matter and materials)

**INQUIRY 4 – HOW THE WORLD WORKS: WHERE IS AIR?**

Central idea: Air supports our lives and its uses are related to its properties. Students will explore:

* The evidence of the existence of air
* How our bodies use air
* What air can do
* What we can make air do
* How we measure air

CULTURES: Welcome Aboard Flight 101: A whirlwind trip to your favourite destinations!

SCIENCE: Characteristics of flight (matter and materials)

**INQUIRY 5 – HOW WE ORGANISE OURSELVES: FROM FIELD TO TABLE**

Central idea: Many foods need to be transported and/or processed before they reach our tables. Students will explore:

* The foods we eat
* The way foods are transported and processed
* Why foods are processed
* The steps involved in processing several familiar foods
* The people and tools that are part of processing these foods

CULTURES: North Asia (Malaysia, Philippines, Singapore, Thailand, Vietnam)

SCIENCE: Preserving our food; daily/seasonal cycles; photosynthesis; rotting food- a look at mould, bacteria and fungi (life science)

**INQUIRY 6 – SHARING THE PLANET: REDUCE, REUSE, RECYCLE**

Central idea: Our personal choices can change our environment. Students will explore:

* The packaging for different products
* How different materials decompose
* How different materials can be reused
* The steps we can take to reduce, reuse and recycle our waste in school and at home

CULTURES: Northern Europe (Norway, Denmark, Finland, Netherlands, Iceland, Sweden)

SCIENCE: Carbon Footprint – pollution (sustainable education)

## GRADE 2

**INQUIRY 1 – WHO WE ARE: GIVE AND TAKE**

Central idea: Listening to other people’s perspectives and communicating our own points of view help us live together better. Students will explore:

* Why people feel and think differently
* How this can lead to conflict
* Appreciating others’ perspectives
* How differences can be resolved
* How to prevent bullying in school

CULTURES: East Asia (North and South Korea)

SCIENCE: Balancing Nature and Progress (Sustainable Education)

**INQUIRY 2 - WHERE WE ARE IN PLACE AND TIME: A SENSE OF PLACE**

Central idea: All places on earth have special features that distinguish them from other places. Students will explore:

* The physical characteristics of where we live
* What other places are similar to or different from this place
* How people have changed the landscape here
* What is unique or special about this area that we could find out more about
* The places and things you’d like a visitor to see

CULTURES: Oceania (New Zealand and Australia)

SCIENCE: Earth’s Treasures- Rocks, soils, fossils, weathering and erosion (Earth and Space Systems)

**INQUIRY 3 – HOW WE EXPRESS OURSELVES: SIGNS AND SYMBOLS**

Central idea: A variety of sign and symbol systems were developed to communicate. Students will explore:

* How and why some of these symbol systems developed
* The power of visual communications such as logos, trademarks and signs
* The symbols of mathematics
* Communication systems, such as braille or signing
* Systems that convey specialized meaning such as music notation and scientific derivations

CULTURES: Egypt

SCIENCE: The Printing Press – a closer look at print media (Technology)

**INQUIRY 4 – HOW THE WORLD WORKS: ARCHITECTURE AND DESIGN**

Central idea: The properties of construction materials influence the design of buildings and structures: Students will explore:

* The considerations that need to be taken into account when building a structure such as shape, cost and properties of materials available
* How materials can be used to build structures
* How we decide that a structure is successful
* Traditional architecture

CULTURES: Southern Europe (Greece)

SCIENCE: Structural strength and stability (structures and mechanisms); forces and movement (energy and control); simple machines.

**INQUIRY 5 – HOW WE ORGANISE OURSELVES: WORKPLACES**

Central idea: The workplace is an organisation where people share responsibility towards a common purpose. Students will explore:

* The types of jobs people do in the school and one other workplace
* The tools and skills they need
* The training they need
* The purpose and/or responsibility of specific jobs
* How the jobs are interconnected
* What makes a workplace a good place to work

CULTURES: North America (Canada)

SCIENCE: Geometric concepts (earth and space); agriculture (sustainable education)

**INQUIRY 6 – SHARING THE PLANET: HABITATS**

Central idea: The place in which living things are found provides them with what they need to survive. Students will explore:

* The components of a habitat
* The diversity of habitats
* The common features of habitats
* How plans and animals adapt to particular habitats
* What happens when habitats change

CULTURES: Geography Detective

SCIENCE: Insect city and the worm farm (life science and sustainable education)

## GRADE 3

**INQUIRY 1 – WHO WE ARE: FROM HEAD TO TOE - HEALTH AND WELL-BEING**

Central Idea: A balance between factors such as nutrition, exercise and recreation contributes to human health. Students will explore:

* Behavior that is beneficial or harmful to our bodies
* What it means to have a healthy and balanced lifestyle
* How various influences affect our body systems
* The ways safe practices promote personal well-being

CULTURES:

SCIENCE: Senses; human organ systems (life science)

**INQUIRY 2 - WHERE WE ARE IN PLACE AND TIME: FAMILY HISTORIES**

Central idea: Family histories provide an insight into culture, family and the individual. Students will explore:

* The nature and configurations of a family (real and fictional)
* The artifacts and past events that are important to a family
* The ways that generations connect with one another
* Similarities and differences between generations within a family
* The similarities and differences between different types of families

CULTURES: Central Asia (Mexico, Costa Rica, El Salvadore etc.)

SCIENCE: Chimps, humans, thumbs, tools and civilisations; animals vs people – who’s the better navigator?

**INQUIRY 3 – HOW WE EXPRESS OURSELVES: LOOKING IN THE MIRROR**

Central idea: People use many different forms of expression to convey their uniqueness as human beings. Students will explore:

* The diverse ways in which artist express themselves
* How people become artists
* How we can express our uniqueness through visual art, music, drama and dance

CULTURES: Northern Europe (France, Belgium, Monaco etc)

SCIENCE: communication mediums (technology)

**INQUIRY 4 – HOW THE WORLD WORKS: PLANET EARTH**

Central idea: The natural features of the Earth have been formed over time and are still changing. Students will explore:

* The different components that make up planet Earth
* How the different components of the Earth affect one another
* The evidence that the Earth has changed and is continuing to change
* How the Earth has and is changing
* Why the Earth changes

CULTURES: Southern Europe (Italy)

SCIENCE: The changing environment – a closer look at mother nature’s wrath (earth science)

**INQUIRY 5 – HOW WE ORGANISE OURSELVES: COMMUNITIES**

Central idea: Communities provide services and systems to allow them to work. Students will explore:

* The reasons people live in the local community
* The variety of factors including climate, geography and resources that influence the growth and location of communities
* The systems that are needed to support a community
* The effects that planning, or the lack thereof, might have on a community

CULTURES: A historical tapestry – great archaeological treasures around the world

SCIENCE: Our wildlife sanctuary (sustainable education)

**INQUIRY 6 – SHARING THE PLANET: FINITE RESOURCES – INFINITE DEMANDS**

Central idea: Our planet has limited resources that are unevenly distributed. Students will explore:

* Where our water comes from
* How we use water, how much water we use and what happens after we have used it
* The distribution and availability of usable water
* How human activity has affected the availability of usable water
* Our responsibility for water conservation

CULTURES: Polar regions,, oceans and seas

SCIENCE: What’s the Matter? (matter and materials); energy from wind and moving water (energy and control)

## GRADE 4

**INQUIRY 1 – WHO WE ARE: HUMAN RIGHTS AND RESPONSIBILITIES**

Central idea: In an attempt to meet human needs, societies have determined human rights and responsibilities. Students will explore:

* Making our classroom work as a community
* The connection between rules in a community; rights and responsibilities
* Ways that decisions are made about rights and responsibilities
* Reasons why some people require more protection than others
* Ways that nations and international organisations aim to protect human rights

CULTURES: West Asia (Saudi Arabia, Syria, Qatar, Oman, Jordan)

SCIENCE: Achieving a sustainable community (sustainable education)

**INQUIRY 2 - WHERE WE ARE IN PLACE AND TIME: ON THE MOVE**

Central idea: Throughout history people have been on the move, with wide-ranging effects on themselves and on the indigenous populations. Students will explore:

* The social economic and political reasons why people move
* How people move
* Where people move to and from
* The impact of people moving, on themselves and on the indigenous population

CULTURES: Eastern Africa (Kenya, Madagascar, Mozambique, Zimbabwe)

SCIENCE: Metamorphosis, camouflage, adaptations and great migrations (life science)

**INQUIRY 3 – HOW WE EXPRESS OURSELVES: HEROES**

Central idea: We express our ideas, hopes and values through our choice of heroes. Students will explore:

* The qualities that make a hero
* Ways our choice of heroes reflects our values
* Past and present heroes from around the world
* The difference between being famous and being a hero

CULTURES: A cultural tapestry – festivals around the world

SCIENCE: The keyboard is mightier than the sword (technology)

**INQUIRY 4 – HOW THE WORLD WORKS: THE CIRCLE OF LIFE**

Central idea: All animals have life cycles characterized by physical change and changing roles. Students will explore:

* The major phases in the life cycles of animals
* The similarities and differences between life cycles in different animal species
* The changes in our bodies as we grow, including those associated with puberty
* How mammals reproduce and care for their young

CULTURES: Oceania – Island life (Fiji, New Guinea, Samoa etc.)

SCIENCE: Fossils, dinosaurs and extinction (life science)

**INQUIRY 5 – HOW WE ORGANISE OURSELVES: OFF THE DRAWING BOARD**

Central Idea: Technology has changed the world of work and leisure. Students will explore:

* What technology is
* The historical circumstances that led to the development of some important inventions and their impact
* The underlying principles and processes involved in those inventions
* The technology and inventions of the home, workplace and leisure activities of today
* How inventors get their ideas (thinking and working like an inventor)

CULTURES: East Asia (Japan, Hong Kong)

SCIENCE: Pulleys and gears (structures and mechanisms); robotics (technology)

**INQUIRY 6 – SHARING THE PLANET: ECOSYSTEMS**

Central idea: An ecosystem is a community of organisms interacting with one another and with their environment. Students will explore:

* The components of an ecosystem
* Where different kinds of ecosystems are found
* The similarities and differences between two very different ecosystsms, including the relationship between the producers and consumers in them
* Significant events that affect the balance of an ecosystem

CULTURES: South America (Brazil, Venezuela, Peru, Chile, Argentina, Colomibia)

SCIENCE: Diversity of living things (life science)

## GRADE 5

**INQUIRY 1 – WHO WE ARE: DECISIONS, DECISIONS**

Central Idea: The decisions we make every day influence who we are and who we want to become. Students will explore:

* How our actions are evidence of who we are
* How decisions affect the human body
* The effects the decisions we make have on ourselves and others
* How values and other influences determine decision making

CULTURES: South Africa

SCIENCE: You’re a Scientist – How scientists express themselves

**INQUIRY 2 - WHERE WE ARE IN PLACE AND TIME: LEGACIES: AN EXAMINATION OF PAST CIVILISATIONS**

Central Idea: Many systems of past civilizations are linked to societies and cultures of the present day.

Students will explore:

* The time and place of the civilizations being examined
* The systems developed by those civilizations
* The aspects (systems, artifacts) of past civilizations that are relevant today
* The relevance of examining past civilizations

CULTURES: World Explorers

SCIENCE: Development of Communication (technology)

**INQUIRY 3 – HOW WE EXPRESS OURSELVES: I BELIEVE**

Central Idea: the beliefs and values of cultures are conveyed through rituals, celebrations, the arts and the way people live their lives. Students will explore:

* The relationship between iconic symbols in daily life and cultural values
* Rituals that some cultures use to mark important events
* The role of the rituals and celebrations
* Ways in which personal adornments can represent cultural beliefs
* The relationship between decoration and identity

CULTURES: Northern Europe (England, Scotland, Ireland)

SCIENCE: The science behind transmissions (technology); electricity and electrical devices (energy and control)

**INQUIRY 4 – HOW THE WORLD WORKS: ENERGY PLAYGROUND**

Central Idea: Energy exists in different forms and is changed, stored and used in different ways. Students will explore:

* How we use energy
* Where energy comes from
* The different forms of energy
* How energy can be changed from one form to another
* The impact of energy use on the environment and society
* Our role as consumers and conservers of energy

CULTURES: Central Europe (German)

SCIENCE: Magnets, electromagnets and charged material (matter and materials)

**INQUIRY 5 – HOW WE ORGANISE OURSELVES: THE MARKETPLACE**

Central idea: The ability to produce more goods than needed prompted the exchange of merchandise and the birth of markets. Students will explore:

* The medium of exchange in various marketplaces
* The ethics of the marketplace
* The rise of the service industry
* How and for what we depend on people in other places
* How global movement and communication affect the availability of goods and services

CULTURES: East Europe (China)

SCIENCE: Tools of the Trade – computer software (technology)

**INQUIRY 6 – SHARING THE PLANET: CHALLENGES, RISKS AND RESILIENCE**

Central idea: Children worldwide face a variety of challenges and risks. Students will explore:

* Some of the challenges and risks that children face
* What determines the challenges and risks a child is likely to face
* How children react to challenges and risks in different ways
* The role of the student primary profile and attitudes in supporting children in dealing with challenges and risks
* The ways in which individuals, organizations and nations try to protect children from risk

CULTURES: Middle East and Western Africa (Congo, Cameroon, Chad, Angola, Ghana, Nigeria, Ethiopia, Somalia)

SCIENCE: Earth, Space and the Universe (earth and space systems); rockets (technology)

## GRADE 6

**INQUIRY 1 – WHO WE ARE: LEARN TO LIVE AND LIVE TO LEARN**

Central Idea: Learning is a fundamental characteristic of humans that connects them to the world. Students will explore:

* What learning is
* How we construct meaning through learning
* How the brain functions
* The various ways people learn
* How animals learn
* The uniquely human elements of learning

CULTURES: South Asia - India

SCIENCE: The Main Brain (life science)

**INQUIRY 2 - WHERE WE ARE IN PLACE AND TIME: A PLACE FOR EVERYONE**

Central Idea: Humans have adapted to a variety of climatic and geographic conditions. Students will explore:

* The range of geographic and climatic conditions that exists on Earth and how geographers describe them
* A comparison of the ways different groups of people meet their basic needs in extreme climatic and geographic conditions
* How humans interact with different environments
* Causes and effects of changes in world climatic conditions in the past and of the future

CULTURES: Central/North Asia: The Stans have it - So does Russia!

SCIENCE: What’s the Forecast? (earth and space systems)

**INQUIRY 3 – HOW WE EXPRESS OURSELVES: PERSUASION**

Central Idea: Print, other visual media and sound can create, alter, or manipulate images or perceptions. Students will explore:

* Different kinds of communication such as speech, the media, computers, performing arts and advertising
* The purpose of advertisements
* Devices that are used to manipulate perceptions
* The role of music in the media

CULTURES: North America (United States)

SCIENCE: What’s the Forecast? (earth and space systems)

**INQUIRY 4 – HOW THE WORLD WORKS: EARTH, SPACE AND THE UNIVERSE**

Central Idea: The Earth and its atmosphere are surrounded by space and are part of a vast and complex universe. Students will explore:

* What planets, stars, solar systems and galaxies are
* The Earth’s position in our solar system and the solar system’s position on our galaxy
* The theories of the origins of the Earth and our solar system
* The exploration of space
* The use of space technology and the impact it has on our daily lives

CULTURES: A cultural tapestry – Independent student project celebrating the world in which we live

SCIENCE: A Journey through the design cycle (technology; engineering)

**INQUIRY 5 – HOW WE ORGANISE OURSELVES: FAIR PLAY FOR ALL**

Central Idea: Personal and institutional value systems, attitudes and structures can either promote or deny social justice. Students will explore:

* The principles of human rights and social justice
* How personal and institutional behaviours and attitudes affect social justice
* Historical case studies
* The impact of denying or granting social justice on individuals and groups

CULTURES: West Asia (Israel and Palestine; Turkey)

SCIENCE: A Closer look at the science strands (chemistry, physics, life science, earth science)

**INQUIRY 6 – SHARING THE PLANET: EXHIBITION**

The exhibition may replace any unit at the discretion of the school. The subject of the exhibition inquiry should be real world inquiry and should be a real world issue of problem, local or global, shich is of sufficient scope and significance to warrant an extended investigation.

CULTURES: Through the eyes of a refugee

SCIENCE: will support student exhibition