

# School of the Nations

## Programme of Inquiry - 2025/2026

Published: June 2025

Revised: Tatiana Mesquita (PYPC), Ludmila Freitas (ECE Principal), and Nicolas Kay (ELE Principal)



### Nursery 2

Nursery 2 and 3 choose 4 units, and must include a unit from the Transdisciplinary Themes, *Who we are* and *How we express ourselves*.

1	2	3	4
9 weeks	10 weeks	10 weeks + year long	11 weeks
<b>Who we are</b> An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>• physical, emotional, social, and spiritual health and well-being</li> <li>• relationships and belonging</li> <li>• learning and growing.</li> </ul>	<b>How we express ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social, and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations, and responses.</li> </ul>	<b>Where we are in place and time</b> An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>• periods, events, and artefacts 9</li> <li>• communities, heritage, culture, and environment</li> <li>• natural and human drivers of movement, adaptation, and transformation.</li> </ul>	<b>How the world works</b> An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>• patterns, cycles, systems</li> <li>• diverse practices, methods, and tools</li> <li>• discovery, design, innovation: possibilities and impacts.</li> </ul>
<b>Central Idea:</b> People are different and have qualities that make them unique.	<b>Central Idea:</b> People can express their ideas, feelings and emotions in a variety of ways.	<b>Central Idea:</b> People share their culture and traditions to celebrate who they are and where they belong.	<b>Central Idea:</b> Exploring different ways of life helps us understand how people connect with the world around them.
<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Perspective</li> <li>2. Change</li> <li>3. Form</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Function</li> <li>2. Connection</li> <li>3. Responsibility</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Form</li> <li>2. Function</li> <li>3. Perspective</li> <li>4. Connection</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Change</li> <li>2. Causation</li> <li>3. Perspective</li> </ol>
<b>Additional concepts:</b> Similarities, differences, adaptation	<b>Additional concepts:</b> Self- Expression, behavior, relationships, communication	<b>Additional concepts:</b> Transformation, citizenship, values, beliefs	<b>Additional concepts:</b> Cycles, sequences, transformation, subjectivity

<b>Lines of inquiry:</b> 1. How we look - physical characteristics. (Form)  2. Growth, transformation and sequence. (Change)  3. My emotions, likes and preferences. (Perspective)	<b>Lines of inquiry:</b> 1. How to appropriately express our feelings. (function)  2. How expressing myself can affect others. (connection)  3. How people talk to each other can change how others feel or think. (responsibility)	<b>Lines of inquiry:</b> 1. What culture and traditions are. (Form)  2. How people share and celebrate their culture. (Function)  3. How learning about other cultures helps us connect with others. (Connection & Perspective)	<b>Lines of inquiry:</b> 1. How what people do can help others and change the world. (Causation & Perspective)  2. How people and animals change what they do to live in different places. (Change)  3. How people live in different ways, and how that shows what is important to them. (Perspective)
<b>IB Learner Profile:</b> Inquirers, Reflective Balanced	<b>Learner Profile:</b> Open-minded Communicator Reflective Thinker	<b>Learner Profile:</b> Open-minded Inquirers Caring Thinker	<b>Learner Profile:</b> Reflective Thinker Balanced Inquirers Principled

## Nursery 3

Nursery 2 and 3 choose 4 units, and must include a unit from the Transdisciplinary Themes, *Who we are* and *How we express ourselves*.

1	2	3	4
9 weeks	10 weeks	10 weeks + year long	11 weeks
<b>Who we are</b> An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>• physical, emotional, social, and spiritual health and well-being</li> <li>• relationships and belonging</li> <li>• learning and growing.</li> </ul>	<b>How we express ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social, and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations, and responses.</li> </ul>	<b>Where we are in place and time</b> An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>• periods, events, and artefacts</li> <li>• communities, heritage, culture, and environment</li> <li>• natural and human drivers of movement, adaptation, and transformation.</li> </ul>	<b>How the world works</b> An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>• patterns, cycles, systems</li> <li>• diverse practices, methods, and tools</li> <li>• discovery, design, innovation: possibilities and impacts.</li> </ul>
<b>Central Idea:</b> Our characteristics, abilities and relationships help shape who we are and how we grow.	<b>Central Idea:</b> People discover and express their identity in diverse ways.	<b>Central Idea:</b> Exploring personal and family histories helps us understand how people live and change over time.	<b>Central Idea:</b> The way things work has an impact on living things.
<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Responsibility</li> <li>2. Change</li> <li>3. Connection</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Form</li> <li>2. Perspective</li> <li>3. Connection</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Change</li> <li>2. Connection</li> <li>3. Perspective</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Causation</li> <li>2. Function</li> <li>3. Form</li> <li>4. Responsibility</li> </ol>
<b>Additional concepts:</b> Well-being, role, relationships, growth, belonging.	<b>Additional concepts:</b> Identity, expression, communication, creativity, values	<b>Additional concepts:</b> Citizenship, relationship, communication, role	<b>Additional concepts:</b> Consequences, sequence, transformation, structure
<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. Our responsibilities and how they shape who we are. (Responsibility)</li> <li>2. How we grow and change physically, emotionally, and socially. (Change)</li> <li>3. How relationships help us grow and feel well. (Connection)</li> </ol>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. People can learn from others who are different from them. (perspective)</li> <li>2. How people behave and communicate in different situations. (Form)</li> <li>3. The way people communicate can</li> </ol>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. How people and families change over time. (Change)</li> <li>2. How different cultures connect with each other. (connection)</li> <li>3. Different ways families live and celebrate. (Perspective)</li> </ol>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. Our actions affect the world around us and the people we interact with. (causation and responsibility)</li> <li>2. How things change over time. (change)</li> </ol>

	influence and impact others. (Connection)		3. Different frameworks help us understand how things are created. (form)
<b>IB Learner Profile:</b> Caring Balanced Reflective Communicators	<b>Learner Profile: Communicators,</b> Caring Reflective Principled	<b>Learner Profile:</b> Open-minded Caring Inquirers	<b>Learner Profile:</b> Inquirers Knowledgeable Open-minded Thinkers

## Pre-K

Pre-K chooses 4 units, and must include a unit from the Transdisciplinary Themes, **Who we are** and **How we express ourselves**.

1	2	3	4
9 weeks	10 weeks	10 weeks + year long	11 weeks
<b>Who we are</b> An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>• physical, emotional, social, and spiritual health and well-being</li> <li>• relationships and belonging</li> <li>• learning and growing.</li> </ul>	<b>How we express ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social, and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations, and responses.</li> </ul>	<b>Where we are in place and time</b> An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>• periods, events, and artefacts</li> <li>• communities, heritage, culture, and environment</li> <li>• natural and human drivers of movement, adaptation, and transformation.</li> </ul>	<b>How the world works</b> An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>• patterns, cycles, systems</li> <li>• diverse practices, methods, and tools</li> <li>• discovery, design, innovation: possibilities and impacts.</li> </ul>
<b>Central Idea:</b> I can recognize that I am an essential part of a community.	<b>Central Idea:</b> I can showcase my uniqueness by expressing myself in various ways.	<b>Central Idea:</b> I can explore how homes and communities can look different and meet people's needs.	<b>Central Idea:</b> I can explore the world using my senses and care for myself and others.
<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Responsibility</li> <li>2. Form</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Perspective</li> <li>2. Connection</li> <li>3. Change</li> <li>4. Function</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Form</li> <li>2. Causation</li> <li>3. Connection</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Causation</li> <li>2. Perspective</li> <li>3. Function</li> </ol>
<b>Additional concepts:</b> Interdependence, friendship, family	<b>Additional concepts:</b> Communication, self-expression	<b>Additional concepts:</b> Similarities, differences, patterns, culture.	<b>Additional concepts:</b> Exploration, senses, safety
<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. The important people in our lives. (Form)</li> <li>2. Our responsibilities towards supporting our friends and family. (Responsibility)</li> <li>3. Community helpers have different roles. (Form and responsibility)</li> </ol>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. Ways people use creativity to express themselves. (Function)</li> <li>2. How communication reflects respect, kindness, and cultural identity. (Perspective)</li> <li>3. How we can solve problems and build relationships through communication. (Connection and change)</li> </ol>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. The different types of homes and who lives in them. (Form)</li> <li>2. The similarities and differences in how people live around the world. (Form and connection)</li> <li>3. How where we live affects the way we live. (Causation and connection)</li> </ol>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. How our senses help us explore and understand the world. (Function)</li> <li>2. How we stay safe using our senses. (Causation)</li> <li>3. How people experience the world in different ways. (Perspective)</li> </ol>

<b>IB Learner Profile:</b> Caring Thinker Principled	<b>Learner Profile:</b> Communicators Balanced Open-minded	<b>Learner Profile:</b> Reflective Open-minded Inquirer	<b>Learner Profile:</b> Reflective Risk-taker Knowledgeable
---	---	--	--

## Kindergarten

*Kinder chooses 4 units, and must include a unit from the Transdisciplinary Themes, **Who we are** and **How we express ourselves**.*

1	2	3	4
9 weeks	10 weeks	10 weeks + year long	11 weeks
<p><b>Who we are</b></p> <p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>• physical, emotional, social, and spiritual health and well-being</li> <li>• relationships and belonging</li> <li>• learning and growing.</li> </ul>	<p><b>How we express ourselves</b></p> <p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social, and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations, and responses.</li> </ul>	<p><b>Where we are in place and time</b></p> <p>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> <li>• periods, events, and artefacts</li> <li>• communities, heritage, culture, and environment</li> <li>• natural and human drivers of movement, adaptation, and transformation.</li> </ul>	<p><b>How the world works</b></p> <p>An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>• patterns, cycles, systems</li> <li>• diverse practices, methods, and tools</li> <li>• discovery, design, innovation: possibilities and impacts.</li> </ul>
<p><b>Central Idea:</b></p> <p>Communities require collaboration for the benefit of all members.</p>	<p><b>Central Idea:</b></p> <p>People express opinions, ideas and feelings in different ways.</p>	<p><b>Central Idea:</b></p> <p>I am part of a community and I have a role in it.</p>	<p><b>Central Idea:</b></p> <p>Knowledge and materials can be used to serve a range of purposes.</p>
<p><b>Specified Concepts:</b></p> <ol style="list-style-type: none"> <li>1. Form</li> <li>2. Perspective</li> <li>3. Responsibility</li> <li>4. Change</li> </ol>	<p><b>Specified Concepts:</b></p> <ol style="list-style-type: none"> <li>1. Connection</li> <li>2. Perspective</li> <li>3. Function</li> </ol>	<p><b>Specified Concepts:</b></p> <ol style="list-style-type: none"> <li>1. Responsibility</li> <li>2. Perspective</li> <li>3. Connection</li> </ol>	<p><b>Specified Concepts:</b></p> <ol style="list-style-type: none"> <li>1. Causation</li> <li>2. Form</li> <li>3. Function</li> <li>4. Change</li> </ol>
<p><b>Additional concepts:</b></p> <p>Choice, consequence, pattern, similarities, differences</p>	<p><b>Additional concepts:</b></p> <p>Communication, role, predictions, relationships, opinion</p>	<p><b>Additional concepts:</b></p> <p>Rights, values, opinion, relationship, interdependence</p>	<p><b>Additional concepts:</b></p> <p>Pattern, impact, structure, properties, systems, communication</p>
<p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Patterns in the weather and behavior. (Form)</li> <li>2. Observe your own feelings and how they might affect others. (Perspective and change)</li> </ol>	<p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. The use of different ways to create, represent, communicate, and share conceptual ideas and emotions. (Connection and function)</li> <li>2. We can learn from others. (Perspective)</li> </ol>	<p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. I am responsible for my community. (Responsibility)</li> <li>2. We might have different opinions but they are all valuable. (Perspective)</li> <li>3. Humans and animals have a role in their environments. (Connection)</li> </ol>	<p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Humans create things for different purposes. (Causation and function)</li> <li>2. How materials can influence something's purpose and use. (Form and change)</li> </ol>

3. I am responsible for my feelings and actions. (Responsibility)	3. How and why stories are created and shared. (Function)		3. Through writing I can express opinions and inform others about my knowledge and discoveries. (Function)
<b>IB Learner Profile:</b> Caring Principled Balanced	<b>Learner Profile:</b> Thinkers Communicators Reflective	<b>Learner Profile:</b> Caring Principled Open-minded	<b>Learner Profile:</b> Risk-takers Inquiries Thinkers



## Grade 1

1	2	3	4	5	6
7 weeks	7 weeks	7 weeks	7 weeks	7 weeks	7 weeks
<b>Who we are</b> An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>• physical, emotional, social, and spiritual health and well-being</li> <li>• relationships and belonging</li> <li>• learning and growing.</li> </ul>	<b>How we express ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social, and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations, and responses.</li> </ul>	<b>How we organize ourselves</b> An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> <li>• interactions within and between social and ecological systems</li> <li>• approaches to livelihoods and trade practices—intended and unintended consequences</li> <li>• representation, collaboration and decision-making.</li> </ul>	<b>Where we are in place and time</b> An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>• periods, events, and artefacts</li> <li>• communities, heritage, culture, and environment</li> <li>• natural and human drivers of movement, adaptation, and transformation.</li> </ul>	<b>How the world works</b> An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>• patterns, cycles, systems</li> <li>• diverse practices, methods, and tools</li> <li>• discovery, design, innovation: possibilities and impacts.</li> </ul>	<b>Sharing the planet</b> An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>• rights, responsibilities, and dignity of all</li> <li>• pathways to just, peaceful, and reimagined futures</li> <li>• nature, complexity, coexistence, and wisdom.</li> </ul>
<b>Central Idea:</b> I am a key part of my community.	<b>Central Idea:</b> People express who they are and how they see the world in different ways.	<b>Central Idea:</b> Ways we can work together to make our community better.	<b>Central Idea:</b> Things can change and look different based on where and when they are.	<b>Central Idea:</b> Objects in the world can be influenced by nature.	<b>Central Idea:</b> Human actions can have an impact on the world.
<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Responsibility</li> <li>2. Connection</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Perspective</li> <li>2. Form</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Connection</li> <li>2. Causation</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Change</li> <li>2. Perspective</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Form</li> <li>2. Function</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Change</li> <li>2. Responsibility</li> </ol>
<b>Additional concepts:</b> Relationships, interdependence, rights, citizenship, values	<b>Additional concepts:</b> Subjectivity, truth, prejudice, similarities, differences	<b>Additional concepts:</b> Systems, relationships, interdependence, consequences, impact	<b>Additional concepts:</b> Growth, systems, beliefs, opinion	<b>Additional concepts:</b> Structure, similarities, differences, pattern, communication	<b>Additional concepts:</b> Adaptation, growth, transformation, citizenship, justice, initiative
<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. Diversity strengthens our community. (connection)</li> <li>2. Our actions affect ourselves and others in</li> </ol>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. People use different ways to show their thoughts and feelings. (Form)</li> </ol>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. The roles and responsibilities in a community. (connection)</li> </ol>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. Understand that location and time create patterns. (change)</li> <li>2. People from different places see things in</li> </ol>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. How we can learn from nature to make better things for people and the planet. (Function)</li> </ol>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. How living things respond to changes within their environment. (change)</li> </ol>

the community. (responsibility)	2. What we create or say shows who we are. (Perspective)	2. How rules and decisions help our community run. (causation)	different ways. (Perspective)	2. How nature inspires the shape and jobs of things. (Form)	2. Our responsibilities when interacting with natural habitats. (Responsibility)
<b>IB Learner Profile:</b> Knowledgeable Communicators Principled Caring	<b>Learner Profile:</b> Open-minded Risk-taker Communicator	<b>Learner Profile:</b> Principled Reflective Balanced	<b>Learner Profile:</b> Communicator Reflective Inquirers	<b>Learner Profile:</b> Inquirer Knowledgeable Thinker Risk-taker	<b>Learner Profile:</b> Inquirer Thinker Caring Reflective

## Grade 2

1	2	3	4	5	6
7 weeks	6 weeks	6 weeks	7 weeks	6 weeks	6 weeks
<b>Who we are</b> An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>• physical, emotional, social, and spiritual health and well-being</li> <li>• relationships and belonging</li> <li>• learning and growing.</li> </ul>	<b>How we express ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social, and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations, and responses.</li> </ul>	<b>How we organize ourselves</b> An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> <li>• interactions within and between social and ecological systems</li> <li>• approaches to livelihoods and trade practices—intended and unintended consequences</li> <li>• representation, collaboration and decision-making.</li> </ul>	<b>Where we are in place and time</b> An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>• periods, events, and artefacts</li> <li>• communities, heritage, culture, and environment</li> <li>• natural and human drivers of movement, adaptation, and transformation.</li> </ul>	<b>How the world works</b> An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>• patterns, cycles, systems</li> <li>• diverse practices, methods, and tools</li> <li>• discovery, design, innovation: possibilities and impacts.</li> </ul>	<b>Sharing the planet</b> An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>• rights, responsibilities, and dignity of all</li> <li>• pathways to just, peaceful, and reimagined futures</li> <li>• nature, complexity, coexistence, and wisdom.</li> </ul>
<b>Central Idea:</b> How a person thinks and feels about themselves shapes who they are.	<b>Central Idea:</b> Working together helps us share ideas, make decisions, and solve problems.	<b>Central Idea:</b> Communities work well when people listen, share, and take responsibility.	<b>Central Idea:</b> We are all connected, no matter where we live.	<b>Central Idea:</b> Designing and testing can help us solve problems in the world.	<b>Central Idea:</b> What we do can help or harm the Earth.
<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Causation</li> <li>2. Perspective</li> <li>3. Form</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Function</li> <li>2. Perspective</li> <li>3. Responsibility</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Function</li> <li>2. Perspective</li> <li>3. Responsibility</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Form</li> <li>2. Connection</li> <li>3. Change</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Causation</li> <li>2. Connection</li> <li>3. Change</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Responsibility</li> <li>2. Causation</li> <li>3. Change</li> </ol>
<b>Additional concepts:</b> Interaction, Identity, Relationships	<b>Additional concepts:</b> Communication, design, self-regulation	<b>Additional concepts:</b> Cooperation, teamwork, roles, communication, relationships, connectedness, internationalism	<b>Additional concepts:</b> Relationships, justice, opinion, internationalism, global-mindedness, rights, citizenship, needs, wants	<b>Additional concepts:</b> Impact, patterns, cycle, transformation, relationships	<b>Additional concepts:</b> Habitat, adaptation, needs, threats, extinction, responsibility, diversity, sustainability, global-mindedness, internationalism, impact
<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. Things that make me who I am. (causation)</li> </ol>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. My role when I work with others. (responsibility)</li> </ol>	<b>Lines of inquiry:</b>	<b>Lines of inquiry:</b>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. Testing can help us learn how things work and</li> </ol>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. Ways to take care of the Earth. (responsibility)</li> </ol>

<p>2. Ways I can grow and become a better learner. (form)</p> <p>3. Ways people show their feelings and ideas. (perspective)</p>	<p>2. How people express themselves in unique and meaningful ways. (perspective)</p> <p>3. Steps we can follow to solve problems and answer questions. (function)</p>	<p>1. How communities work and how people help them. (function)</p> <p>2. Different ways people contribute to a group. (perspective)</p> <p>3. Our responsibility to care for and support each other. (responsibility)</p>	<p>1. The needs, wants, and rights of children in taking care of the Earth. (form)</p> <p>2. Different cultures help make our community special. (connection)</p> <p>3. Our cultures and ways of living have changed over time. (change)</p>	<p>find better ideas. (causation)</p> <p>2. People can find many ways to fix problems and make things better. (connection)</p> <p>3. Drawings and models can show our ideas and help us solve problems. (change)</p>	<p>2. Ways to change trash into treasure. (change)</p> <p>3. What people do affects the Earth in different ways. (causation)</p>
<p><b>IB Learner Profile:</b> Caring Open-minded Balanced Reflective</p>	<p><b>Learner Profile:</b> Communicators Principled Risk-taker Open-minded</p>	<p><b>Learner Profile:</b> Balanced Communicators Open-minded Risk takers</p>	<p><b>Learner Profile:</b> Inquirers Knowledgeable Thinkers Principled</p>	<p><b>Learner Profile:</b> Inquirer Thinker Communicator Open-minded Reflective Balanced Risk-taker Caring</p>	<p><b>Learner Profile:</b> Caring Balanced Principled Reflective Knowledgeable Thinkers</p>

## Grade 3

1	2	3	4	5	6
6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
<b>Who we are</b> An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>• physical, emotional, social, and spiritual health and well-being</li> <li>• relationships and belonging</li> <li>• learning and growing.</li> </ul>	<b>How we express ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social, and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations, and responses.</li> </ul>	<b>How we organize ourselves</b> An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> <li>• interactions within and between social and ecological systems</li> <li>• approaches to livelihoods and trade practices—intended and unintended consequences</li> <li>• representation, collaboration and decision-making.</li> </ul>	<b>Where we are in place and time</b> An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>• periods, events, and artefacts</li> <li>• communities, heritage, culture, and environment</li> <li>• natural and human drivers of movement, adaptation, and transformation.</li> </ul>	<b>How the world works</b> An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>• patterns, cycles, systems</li> <li>• diverse practices, methods, and tools</li> <li>• discovery, design, innovation: possibilities and impacts.</li> </ul>	<b>Sharing the planet</b> An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>• rights, responsibilities, and dignity of all</li> <li>• pathways to just, peaceful, and reimagined futures</li> <li>• nature, complexity, coexistence, and wisdom.</li> </ul>
<b>Central Idea:</b> Understanding ourselves and one another through our thoughts, feelings, and choices.	<b>Central Idea:</b> Storytelling allows us to express cultural values, beliefs, and traditions.	<b>Central Idea:</b> Systems and structures in our world support life and inspire how humans work together.	<b>Central Idea:</b> Humans can find ways to adapt no matter where they live.	<b>Central Idea:</b> Understanding how communication and natural forces shape our lives.	<b>Central Idea:</b> Communities collaborate to achieve a common purpose through shared responsibility.
<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Responsibility</li> <li>2. Connection</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Connection</li> <li>2. Perspective</li> <li>3. Form</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Function</li> <li>2. Causation</li> <li>3. Connection</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Causation</li> <li>2. Change</li> <li>3. Form</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Causation</li> <li>2. Form</li> <li>3. Function</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Causation</li> <li>2. Change</li> <li>3. Responsibility</li> </ol>
<b>Additional concepts:</b> Identity, diversity, citizenship, values, beliefs	<b>Additional concepts:</b> Growth, cycles, beliefs	<b>Additional concepts:</b> Impact, systems, relationships	<b>Additional concepts:</b> Sequences, consequences, patterns	<b>Additional concepts:</b> Consequences, properties	<b>Additional concepts:</b> Consequences, justice, relationships, citizenship
<b>Lines of inquiry:</b>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. Stories help us share different ways of thinking,</li> </ol>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. How living and nonliving things interact</li> </ol>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. Many types of weather around the world and</li> </ol>	<b>Lines of inquiry:</b>	<b>Lines of inquiry:</b> <ol style="list-style-type: none"> <li>1. An inquiry into how communities work</li> </ol>

<p>1. Our responsibilities shape how we relate to others. (connection)</p> <p>2. The roles we have at home, school, and in our community. (responsibility)</p> <p>3. Who we are as inquirers. (perspective)</p>	<p>like traditions, beliefs, and what we value. (perspective)</p> <p>2. Stories help us learn about ourselves and people of other cultures. (connection)</p> <p>3. How stories can express culture. (form)</p>	<p>within ecosystems and depend on one another. (connection and function)</p> <p>2. How humans represent, debate, and share knowledge. (function)</p> <p>3. Why humans organize themselves in spaces and as communities. (causation)</p>	<p>people adapt in different ways. (Change and form)</p> <p>2. The history, geography, and culture of places as a result of where they are. (causation)</p>	<p>1. How different forces impact motion. (causation and function)</p> <p>2. How we effectively plan and create instructional texts. (form)</p>	<p>together to achieve goals with shared responsibilities that help them succeed. (causation)</p> <p>2. An inquiry into how we, as members of a community, can be active citizens to see positive change. (change)</p> <p>3. How people work together to use limited resources. (responsibility)</p>
<p><b>IB Learner Profile:</b> Inquirers Principled Open-minded</p>	<p><b>Learner Profile:</b> Communicators Open-minded Reflective</p>	<p><b>Learner Profile:</b> Knowledgeable Balanced Caring</p>	<p><b>Learner Profile:</b> Caring Thinkers Principled</p>	<p><b>Learner Profile:</b> Balanced Thinkers Risk-takers</p>	<p><b>Learner Profile:</b> Caring Reflective Open-minded</p>

## Grade 4

1	2	3	4	5	6
6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
<b>Who we are</b> An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>• physical, emotional, social, and spiritual health and well-being</li> <li>• relationships and belonging</li> <li>• learning and growing.</li> </ul>	<b>How we express ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social, and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations, and responses.</li> </ul>	<b>How we organize ourselves</b> An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> <li>• interactions within and between social and ecological systems</li> <li>• approaches to livelihoods and trade practices—intended and unintended consequences</li> <li>• representation, collaboration and decision-making.</li> </ul>	<b>Where we are in place and time</b> An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>• periods, events, and artefacts</li> <li>• communities, heritage, culture, and environment</li> <li>• natural and human drivers of movement, adaptation, and transformation.</li> </ul>	<b>How the world works</b> An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>• patterns, cycles, systems</li> <li>• diverse practices, methods, and tools</li> <li>• discovery, design, innovation: possibilities and impacts.</li> </ul>	<b>Sharing the planet</b> An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>• rights, responsibilities, and dignity of all</li> <li>• pathways to just, peaceful, and reimagined futures</li> <li>• nature, complexity, coexistence, and wisdom.</li> </ul>
<b>Central Idea:</b> Respecting differences can help create a community where everyone feels valued.	<b>Central Idea:</b> Expression can be used to share beliefs, influence others, and connect with the world.	<b>Central Idea:</b> Organization can help solve problems.	<b>Central Idea:</b> Curiosity can drive discoveries that shape how we understand our world across time and cultures.	<b>Central Idea:</b> Understanding relationships helps us respond to change.	<b>Central Idea:</b> Acting responsibly in a shared world.
<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Perspective</li> <li>2. Change</li> <li>3. Connection</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Function</li> <li>2. Change</li> <li>3. Form</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Function</li> <li>2. Connection</li> <li>3. Causation</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Responsibility</li> <li>2. Form</li> <li>3. Perspective</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Function</li> <li>2. Causation</li> <li>3. Responsibility</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Perspective</li> <li>2. Causation</li> <li>3. Responsibility</li> </ol>
<b>Additional concepts:</b> Beliefs, transformation, relationships	<b>Additional concepts:</b> Communication, growth, pattern	<b>Additional concepts:</b> Systems, consequences, interdependence	<b>Additional concepts:</b> Initiative, structure, truth	<b>Additional concepts:</b> Role, sequences, citizenship	<b>Additional concepts:</b> Subjectivity, impact, justice
<b>Lines of inquiry:</b> 1. How our differences can contribute to our community. (perspective)	<b>Lines of inquiry:</b> 1. How different forms of expression work to communicate ideas. (form)	<b>Lines of inquiry:</b> 1. The consequences of organization or disorganization. (Causation)	<b>Lines of inquiry:</b> 1. How different communities express curiosity through	<b>Lines of inquiry:</b> 1. Patterns and sequences that help explain how things work. (function)	<b>Lines of inquiry:</b> 1. How access and use of resources create opportunities and challenges. (responsibility)

<p>2. What happens when everyone in a group feels heard and included. (connection)</p> <p>3. How individuals and groups adapt and change over time. (change)</p>	<p>2. How expression can lead to change. (change)</p> <p>3. How tools and structures support expression. (function)</p>	<p>2. How organizing information and ideas can help solve problems. (Connection)</p> <p>3. How structure and order support understanding and action. (Function)</p>	<p>exploration and innovation. (perspective)</p> <p>2. Our own questions and investigations as a way to understand the world around us. (responsibility)</p> <p>3. The characteristics of discoveries that have shaped human understanding over time. (form)</p>	<p>2. The consequences of choices. (causation)</p> <p>3. Using our similarities and differences to support the organization of systems. (responsibility)</p>	<p>2. People can find solutions when disagreements happen. (causation)</p> <p>3. How we express, represent, and communicate ideas. (perspective)</p>
<p><b>IB Learner Profile:</b> Open-Minded Caring Inquirers</p>	<p><b>Learner Profile:</b> Communicator Reflective Thinker</p>	<p><b>Learner Profile:</b> Inquirers Knowledgeable Reflective</p>	<p><b>Learner Profile:</b> Knowledgeable Open-Minded Balanced</p>	<p><b>Learner Profile:</b> Communicator Thinker Inquirers</p>	<p><b>Learner Profile:</b> Caring Reflective Balanced</p>



## Grade 5

1	2	3	4	5	6
6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
<b>Who we are</b> An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>• physical, emotional, social, and spiritual health and well-being</li> <li>• relationships and belonging</li> <li>• learning and growing.</li> </ul>	<b>How we express ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social, and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations, and responses.</li> </ul>	<b>How we organize ourselves</b> An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> <li>• interactions within and between social and ecological systems</li> <li>• approaches to livelihoods and trade practices—intended and unintended consequences</li> <li>• representation, collaboration and decision-making.</li> </ul>	<b>Where we are in place and time</b> An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>• periods, events, and artefacts</li> <li>• communities, heritage, culture, and environment</li> <li>• natural and human drivers of movement, adaptation, and transformation.</li> </ul>	<b>How the world works</b> An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>• patterns, cycles, systems</li> <li>• diverse practices, methods, and tools</li> <li>• discovery, design, innovation: possibilities and impacts.</li> </ul>	<b>Sharing the planet</b> An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>• rights, responsibilities, and dignity of all</li> <li>• pathways to just, peaceful, and reimagined futures</li> <li>• nature, complexity, coexistence, and wisdom.</li> </ul>
<b>Central Idea:</b> We learn, grow, and belong.	<b>Central Idea:</b> People express ideas in different creative ways.	<b>Central Idea:</b> Working together builds strong systems.	<b>Central Idea:</b> We adapt, move, and transform.	<b>Central Idea:</b> We explore and understand the world through patterns and ideas.	<b>Central Idea:</b> Societies work together to care for the world.
<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Change</li> <li>2. Connection</li> <li>3. Responsibility</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Form</li> <li>2. Function</li> <li>3. Perspective</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Connection</li> <li>2. Function</li> <li>3. Causation</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Change</li> <li>2. Causation</li> <li>3. Function</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Form</li> <li>2. Causation</li> <li>3. Connection</li> </ol>	<b>Specified Concepts:</b> <ol style="list-style-type: none"> <li>1. Perspective</li> <li>2. Responsibility</li> <li>3. Change</li> </ol>
<b>Additional concepts:</b> Identity, relationships, community, development	<b>Additional concepts:</b> Communication, creativity, expression	<b>Additional concepts:</b> Cooperation, systems, organization	<b>Additional concepts:</b> Migration, innovation, resilience	<b>Additional concepts:</b> Patterns, inquiry, discovery, systems	<b>Additional concepts:</b> Interdependence, sustainability, justice, collaboration
<b>Lines of inquiry:</b>	<b>Lines of inquiry:</b>	<b>Lines of inquiry:</b>	<b>Lines of inquiry:</b>	<b>Lines of inquiry:</b>	<b>Lines of inquiry:</b>

<p>1. How learning about ourselves and others helps us grow. (Change)</p> <p>2. How understanding and teamwork build strong relationships. (Connection)</p> <p>3. How our choices and kindness help us care for ourselves and others. (Responsibility)</p>	<p>1. How people show their thoughts and feelings in different ways. (Form)</p> <p>2. How we use words, art, and actions to help others understand us. (Function)</p> <p>3. How trying new things and seeing other views helps us to be creative. (Perspective)</p>	<p>1. How people help each other and reach goals as a team. (Connection)</p> <p>2. How systems keep things organized and help us work better. (Function)</p> <p>3. How groups succeed when everyone shares and cooperates. (Causation)</p>	<p>1. How people and communities grow and change with new experiences. (Change)</p> <p>2. How people move to find new chances or safer places. (Causation)</p> <p>3. How new ideas help people live better in new places. (Function)</p>	<p>1. How looking closely and asking questions can help us find patterns. (Form)</p> <p>2. How asking questions helps us explore and understand how and why things work. (Causation)</p> <p>3. How discoveries help us learn new things and connect ideas. (Connection)</p>	<p>1. How nature affects health and survival. (Perspective)</p> <p>2. How communities make choices and work together to care for the Earth. (Responsibility)</p> <p>3. How teamwork helps us find solutions and take care of each other and the Earth. (Change)</p>
<p><b>IB Learner Profile:</b> Inquirer Reflective</p>	<p><b>Learner Profile:</b> Open-Minded Communicator</p>	<p><b>Learner Profile:</b> Principled Balanced</p>	<p><b>Learner Profile:</b> Thinker Knowledgeable</p>	<p><b>Learner Profile:</b> Risk-Takers Caring</p>	<p><b>Learner Profile:</b> Open-Minded Inquirer Caring</p>