

	An inquiry into <b>Who we are</b>	An inquiry into <b>Where we are in place and time</b>	An inquiry into <b>How we express ourselves</b>	An inquiry into <b>How the world works</b>	An inquiry into <b>How we organize ourselves</b>	An inquiry into <b>Sharing the planet</b>
	An inquiry into <u>the nature of the self:beliefs and values:personal, physical, mental, social and spiritual health: human relationships including families, friends communities and cultures</u> ; rights and responsibilities;what it means to be human.	An inquiry into <u>orientation in place and time; personal histories; home and journeys;the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</u>	An inquiry into <u>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity</u> ; our appreciation of the aesthetic.	An inquiry into <u>the natural world and the laws; the interaction between the natural world (physical and biological) and human societies</u> ;how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into <u>the interconnectedness of human-made systems and communities; the structure and function of organizations</u> ; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into <u>rights and responsibilities in the struggles to share finite resources with other people and with other living things; communities and the relationships within and between them</u> ; access to equal opportunities; peace and conflict resolution.

Grade 1	<p><b>Central idea</b> Citizenship influences human choices and social interactions. <b>Key concepts:</b> form, connection, causation</p> <p><b>Related concepts:</b> citizenship, choices, interactions</p> <p><b>An inquiry into:</b> -What citizenship could look like .<b>(Form)</b></p> <p>- The connections between citizenship, social interactions and the IB Learner Profile Attributes. <b>(Connection)</b></p> <p>-The consequences of human choices on citizenship.<b>(Causation)</b></p> <p><b>ATL:</b>Social, Communication</p> <p><b>Profile:</b>Principled, Thinkers</p>	<p><b>Central idea:</b> Knowing family histories connects us to others.</p> <p><b>Key concepts:</b> form, change, connection</p> <p><b>Related concepts:</b> history, family, chronology</p> <p><b>An inquiry into:</b> -The make-up of a family. <b>(Form)</b></p> <p>- The evolution in personal histories. <b>(Change)</b></p> <p>- Similarities between histories. <b>(Connection)</b></p> <p><b>ATL:</b> Research, Thinking</p> <p><b>Profile:</b> Caring, Inquirers</p>	<p><b>Central idea</b> People practice traditions and celebrations based on their cultural beliefs.</p> <p><b>Key concepts:</b> form, function, perspective</p> <p><b>Related concepts:</b> diversity, culture, beliefs and values</p> <p><b>An inquiry into:</b> -Different types of celebrations and traditions. <b>(Form)</b></p> <p>-The ways in which elements and traditions can be used during celebrations. <b>(function)</b></p> <p>-Various interpretations of cultural beliefs. <b>(Perspective)</b></p> <p><b>ATL:</b>Communication, Social</p> <p><b>Profile:</b>Open-Minded,Knowledgeable</p>	<p><b>Central idea:</b> Plants are a life sustaining resource on Earth.</p> <p><b>Key concepts:</b> function, change, connection</p> <p><b>Related concepts:</b>sustainability, environment, resources</p> <p><b>An inquiry into:</b> -The properties of a plant. <b>(Function)</b></p> <p>- The cycle of plants.<b>(Change)</b></p> <p>-The relationship between plants and life on Earth. <b>(Connection)</b></p> <p><b>ATL:</b> Research, Self-management</p> <p><b>Profile:</b>Knowledgeable, Reflective</p>	<p><b>Central idea</b> In a school community every member has responsibilities.</p> <p><b>Key concepts:</b>form, responsibility, perspective</p> <p><b>Related concepts:</b>Community, structure, education</p> <p><b>An inquiry into:</b> -The characteristics of school communities.<b>(Form)</b></p> <p>-Our responsibilities towards our school life <b>(Responsibility)</b></p> <p>-Different perspectives on school organization. <b>(Perspective)</b></p> <p><b>ATL:</b>Social, Communication</p> <p><b>Profile:</b>Balanced, Risk-Takers</p>	<p><b>Central idea</b> Humans use living things for various needs.</p> <p><b>Key concepts:</b>function, change, responsibility</p> <p><b>Related concepts</b> living things, consumption, humans</p> <p><b>An inquiry into</b> -Living things and their uses. <b>(Function)</b></p> <p>-The processing of living things. <b>(Change)</b></p> <p>-The actions we should consider by making responsible consumption choices. <b>(Responsibility)</b></p> <p><b>ATL:</b>Thinking, Self-management</p> <p><b>Profile:</b> Inquirers, Communicators</p>
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