

**IB PYP Programme of Inquiry 2020 - 2021 - DRAFT**  
**Northbridge International School Cambodia**

**Transdisciplinary themes and descriptors**

Grade	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
	<p>An inquiry into</p> <ul style="list-style-type: none"> <li>● the nature of the self; beliefs and values;</li> <li>● personal, physical, mental, social and spiritual health;</li> <li>● human relationships including families, friends, communities, and cultures;</li> <li>● rights and responsibilities;</li> <li>● what it means to be human.</li> </ul>	<p>An inquiry into</p> <ul style="list-style-type: none"> <li>● orientation in place and time;</li> <li>● personal histories;</li> <li>● homes and journeys;</li> <li>● the discoveries, explorations and migrations of humankind;</li> <li>● the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</li> </ul>	<p>An inquiry into</p> <ul style="list-style-type: none"> <li>● the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;</li> <li>● the ways in which we reflect on, extend and enjoy our creativity;</li> <li>● our appreciation of the aesthetic.</li> </ul>	<p>An inquiry into:</p> <ul style="list-style-type: none"> <li>● the natural world and its laws</li> <li>● the interaction between the natural world (physical and biological) and human societies</li> <li>● how humans use their understanding of scientific principles</li> <li>● the impact of scientific and technological advances on society and the environment</li> </ul>	<p>An inquiry into</p> <ul style="list-style-type: none"> <li>● the interconnectedness of human-made systems and communities</li> <li>● the structure and function of organisations</li> <li>● societal-decision making</li> <li>● economic activities and their impact on humankind and the environment</li> </ul>	<p>An inquiry into</p> <ul style="list-style-type: none"> <li>● rights and responsibilities in the struggle to share finite resources with other people and with other living things</li> <li>● communities and the relationships within and between them</li> <li>● access to equal opportunities</li> <li>● peace and conflict resolutions</li> </ul>

Gr 5	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
	An inquiry into personal, physical, mental, social and spiritual health;	An inquiry into personal histories; homes and journeys; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; Our appreciation of the aesthetic.	An inquiry into: <ul style="list-style-type: none"> <li>• how humans use their understanding of scientific principles</li> </ul>	An inquiry into the interconnectedness of human-made systems and communities	An inquiry into - All
Gr 5	<p><b>Central Idea</b>  <b>We are many communities, but we are one:</b> Personal choices and behaviours shape our individual and collective identity.</p> <p><i><b>Essential Question:</b> How do our responsibilities change as we mature?</i></p> <p><b>Key Concepts</b>  Function  Change  Responsibility</p> <p><b>Related Concepts</b>  Growth, identity, puberty, biology</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The physical changes that occur during puberty</li> <li>• The emotional changes that occur during puberty</li> <li>• The challenges of puberty and strategies to address them.</li> </ul> <p><b>Subjects</b>  PSPE  Science - Physical changes  Literacy  Mathematics</p> <p><b>Learner Profile:</b> Communicators, Caring, Balanced</p>	<p><b>Central Idea</b>  Journeys create change and can lead to new opportunities.</p> <p><b>Key concepts</b>  Form  Change  Responsibility</p> <p><b>Related Concepts</b>  Opportunity, leadership</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Identifying opportunities and the personal benefits that come from them</li> <li>• Challenges and ways to overcome them</li> <li>• How the approaches to learning skills are important when dealing with change</li> </ul> <p><b>Subjects:</b>  Social Studies  PSPE  Literacy  Science 3-5-ETS1-1,2,3 (design thinking)</p> <p><b>Learner Profile:</b> Thinkers, Communicators, Risk-takers</p>	<p><b>Central idea</b>  Identity can be expressed in many ways.</p> <p><b>Key Concepts</b>  Form  Connection  Perspective</p> <p><b>Related Concepts</b>  Beliefs, values, creativity, expression</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The different ways that people express their identity</li> <li>• Factors that develop and change identity</li> </ul> <p><b>Subjects:</b>  Art integration  Literacy  Social studies  PSPE</p> <p><b>Learner Profile:</b> Open-minded, Risk-takers, Reflective</p>	<p><b>Central Idea</b>  People go through a process of scientific investigation to come to new discoveries and understandings.</p> <p><b>Key Concepts</b>  Change  Perspective  Responsibility</p> <p><b>Related Concepts</b>  Matter: Density; Gases; Liquids; Solids; Properties and uses of materials; Changes of state: Chemical and physical changes</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The properties of matter</li> <li>• Different ways matter can be changed</li> <li>• The purposes for changing matter</li> </ul> <p><b>Subjects:</b>  Science 5-PS1-1,2,3,4  Literacy  Mathematics</p> <p><b>Learner Profile:</b> Knowledgeable, Thinkers, Principled</p>	<p><b>Central Idea</b>  Understanding the learning process can enable people to take responsibility for their learning.</p> <p><b>Key Concepts</b>  Function  Causation  Responsibility</p> <p><b>Related Concepts</b>  Goal-setting, autonomy, community, systems</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How the brain functions when learning</li> <li>• What it means to be a successful learner</li> <li>• How to think about thinking (metacognition)</li> </ul> <p><b>Subjects:</b>  PSPE (interactions, identity)  Science 5-PS2-1,  Literacy  Mathematics</p> <p><b>Learner Profile:</b> Inquirers, Thinkers, Reflective</p>	<p><b>Exhibition</b>  Thinking outside ourselves inspires us to act.</p> <p><b>Key concepts:</b> Student identified.  Scaffolded: Responsibility</p> <p><b>Related Concepts:</b></p> <p><b>Lines of Inquiry:</b> Student developed</p> <p><b>Learner Profile:</b> Student identified.  Scaffolded: Principled, Inquirers</p> <p>Science</p>

Gr 4	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
	An inquiry into The nature of the self human relationships including families, friends, communities, and cultures; what it means to be human.	An inquiry into the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;	An inquiry into: the impact of scientific and technological advances on society and the environment the natural world and it's laws  <b>NEW UNIT - needs planning time</b>	An inquiry into economic activities and their impact on humankind and the environment	An inquiry into access to equal opportunities peace and conflict resolutions
Gr 4	<p><b>Central idea</b> <b>We are many communities, but we are one:</b> Personal choices and behaviours shape our individual and collective identity.</p> <p><b>Essential question:</b> To what extent do our experiences shape our identity?</p> <p><b>Key Concepts</b> Form Connection Perspective</p> <p><b>Related Concepts</b> Citizenship, family, identity, religion, roles, traditions, values, relationships, diversity, prejudice, interdependence, community</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How our culture, family and experiences affect how we see the world</li> <li>• How our identities are formed</li> <li>• How understanding our differences can bring us together</li> </ul> <p><b>Subjects:</b> Social Studies PSPE Literacy Dance integration</p> <p><b>Learner Profile:</b> Communicators, Open-minded, Reflective</p>	<p><b>Central Idea</b> Human migration is a response to challenges, risks and opportunities.</p> <p><b>Key Concepts</b> Causation Change Perspective</p> <p><b>Related Concepts</b> Rights, justice, location, exploitation, authority, conflict, religion, migration, borders (natural, social, political), geography, poverty.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The reasons why people migrate</li> <li>• Migration through history</li> <li>• Effects of migration on individuals and communities</li> </ul> <p><b>Subjects:</b> Social Studies Mathematics Literacy Science 4-LS1.2 (migration) 4ESS3-2</p> <p><b>Learner Profile:</b> Thinkers, Reflective, Communicators</p>	<p><b>Central Idea</b> A powerful media message engages the audience and invites a response.</p> <p><b>Key Concepts</b> Form Function Responsibility</p> <p><b>Related Concepts</b> Communication, review, interpretation, subjectivity, behaviour</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How powerful media messages are organised</li> <li>• How media messages are shared in different forms</li> <li>• Persuasive techniques used in different media</li> </ul> <p><b>Subjects:</b> Social Studies The Arts Mathematics Literacy</p> <p><b>Learner Profile:</b> Communicators, Open-minded, Thinkers, Principled</p>	<p><b>Central Idea</b> Earth over time - Plate tectonics, fossil records,</p> <p><b>Key Concepts</b> Form Causation Change</p> <p><b>Related Concepts</b></p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Subjects:</b> Science 4-LS1.1 / 4-ESS1-1 / 4-ESS2.1 / 4-ESS2.2 / 4-ESS3-2 /</p> <p>Literacy Mathematics</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable, Communicators</p>	<p><b>Central Idea</b> Businesses have plans and systems that shape their identity.</p> <p><b>Key Concepts</b> Function Perspective Responsibility</p> <p><b>Related Concepts</b> Systems, networks, wealth, interdependence</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The design and development of goods and services</li> <li>• The responsibility of businesses and consumers</li> <li>• The ways businesses market themselves</li> </ul> <p><b>Subjects:</b> Social Studies PSPE Mathematics Literacy Science</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable, Risk-takers</p>	<p><b>Central idea</b> Conflict can occur over access to resources.</p> <p><b>Key concepts</b> Change Causation Perspective</p> <p><b>Related concepts</b> Conflict, sustainability, resources, conservation, scarcity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Causes of conflict</li> <li>• The effect of conflict on societies and individuals</li> <li>• Natural resources and their uses</li> </ul> <p><b>Subjects:</b> Socials studies PSPE Science 4-PS3-1,2,3,4 / 4-ESS3-1 Literacy</p> <p><b>Learner Profile:</b> Caring, Principled, Balanced</p>

G r 3	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
	An inquiry into personal, physical, mental, social and spiritual health;	An inquiry into the discoveries, explorations and migrations of humankind;	An inquiry into the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into: the interaction between the natural world (physical and biological) and human societies the impact of scientific and technological advances on society and the environment	An inquiry into the structure and function of organisations	An inquiry into communities and the relationships within and between them
G r 3	<p><b>Central idea</b> <b>We are many communities, but we are one:</b> Personal choices and behaviours shape our individual and collective identity.</p> <p><b>Essential question:</b> How do people's choices affect the well-being of themselves and others?</p> <p><b>Key Concepts</b> Form Function Causation</p> <p><b>Related Concepts</b> Systems (digestive, respiratory); Organisms; Growth; Well-being, Balance, Influence</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• What wellness is</li> <li>• How the choices we make affect our health and well-being</li> <li>• Different sources of information that help us make choices</li> <li>• Factors that affect someone's health over the course of their life</li> </ul> <p><b>Subjects:</b> Science PSPE Literacy Mathematics</p> <p><b>Learner Profile:</b> Thinkers, Risk-takers, Balanced</p>	<p><b>Central Idea</b> Exploration of our universe can lead to technological advancements.</p> <p><b>Key Concepts</b> Form Causation Change</p> <p><b>Related Concepts</b> Space; Geography; Theory of Origin exploration, history, discovery, cooperation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Discoveries that have come from explorations</li> <li>• Opportunities that arise from exploring new places</li> <li>• The impact of exploration on people</li> </ul> <p><b>Subjects:</b> Science Social Studies Literacy Mathematics</p> <p><b>Learner Profile:</b> Inquirers, Principled, Risk-takers</p>	<p><b>Central idea</b> Creating and responding to the arts develops an understanding of people and the world around us.</p> <p><b>Key Concepts</b> Function Change Perspective</p> <p><b>Related Concepts</b> inspiration, interpretation, genres, artifacts, opinion, diversity, values, conflict, connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The ideas and techniques behind artworks</li> <li>• Personal preference and appreciation of the arts</li> <li>• How the arts reflect changes in our world</li> </ul> <p><b>Subjects:</b> Social Studies The Arts - integration Literacy</p> <p><b>Learner Profile:</b> Communicators, Open-minded, Reflective</p>	<p><b>Central Idea</b> The earth and its atmosphere continue to go through changes.</p> <p><b>Key Concepts</b> Form Change Connection</p> <p><b>Related Concepts</b> Tectonic plate movement; Physics; Systems (weather); Pollution (global warming); Atmosphere; Erosion geography, impact, landscape, regions</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How earth has changed and is continuing to change</li> <li>• Why the earth changes</li> <li>• How the Earth and its atmosphere are an interacting system.</li> </ul> <p><b>Subjects:</b> Science-K-2-ETS1-1, 2 &amp; 3. / ETS1 - A,B,C Literacy</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable, Communicators</p>	<p><b>Central idea</b> People create organizations to solve problems and support human development.</p> <p><b>Key Concepts</b> Function Causation Responsibility</p> <p><b>Related Concepts</b> work , collaboration, entrepreneurship, service</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Purpose of different organizations</li> <li>• Why people join organizations</li> <li>• How organizations solve problems</li> </ul> <p><b>Subjects:</b> Social Studies Literacy PSPE</p> <p><b>Learner Profile:</b> Thinkers, Caring Principled</p>	<p><b>Central Idea</b> Plants, animals and people are connected and depend on each other.</p> <p><b>Key Concepts</b> Function Connection Responsibility</p> <p><b>Related Concepts</b> Biodiversity; animals; ecosystems; habitat; plants; adaptation; classification; balance; interdependence</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The way in which ecosystems, biomes, and environments are interdependent</li> <li>• How human interaction with the environment can affect the balance of systems</li> <li>• The consequences of imbalance with ecosystems</li> </ul> <p><b>Subjects:</b> Science Social Studies Literacy Mathematics</p> <p><b>Learner Profile:</b> Inquirers, Thinkers, Principled</p>

Grade 2	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
	An inquiry into what it means to be human.	An inquiry into orientation in place and time;	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;	An inquiry into: how humans use their understanding of scientific principles the impact of scientific and technological advances on society and the environment	An inquiry into economic activities and their impact on humankind and the environment	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things
Grade 2	<p><b>Central idea</b> <b>We are many communities, but we are one:</b> Personal choices and behaviours shape our individual and collective identity.</p> <p><b>Essential Question:</b> To what extent is it necessary to understand others and act with compassion?</p> <p><b>Key Concepts</b> Form Connection Perspective</p> <p><b>Related Concepts</b> Cooperation, Behaviour, Diversity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• What humans have in common</li> <li>• Understanding the experiences of others</li> <li>• How our actions affect others</li> </ul> <p><b>Subjects</b> Social Studies PSPE Literacy PE High level integration</p> <p><b>Learner Profile:</b> Principled, Open-minded, Caring</p>	<p><b>Central Idea</b> Learning about the past helps us understand how things have changed.</p> <p><b>Key Concepts</b> Function Change Causation</p> <p><b>Related Concepts</b> Chronology, Heritage, Culture, Values, Family</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Ways to find out about the past</li> <li>• How past events influence us today</li> <li>• How life has changed over time</li> </ul> <p><b>Subjects</b> Social Studies PSPE Literacy Science- 2-PS1-1, ESS2.A</p> <p><b>Learner Profile:</b> Inquirers, Communicators, Reflective</p>	<p><b>Central idea</b> People maintain beliefs and values through celebrations and traditions.</p> <p><b>Key Concepts</b> Form Connection Perspective</p> <p><b>Related Concepts</b> Diversity, Religion, Traditions, Values, Culture</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How people express their beliefs and values through traditions</li> <li>• How and people celebrate</li> <li>• Similarities and differences between various celebrations and traditions</li> </ul> <p><b>Subjects</b> Social Studies PSPE Mathematics Literacy The Arts - integration</p> <p><b>Learner Profile:</b> Open-minded, Knowledgeable, Communicators, Risk-takers</p>	<p><b>Central Idea</b> Thinking scientifically can help people to understand how the world works.</p> <p><b>Key Concepts</b> Function Connection Causation</p> <p><b>Related Concepts</b> Mechanics; Physics; Efficiency</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The steps involved in scientific thinking</li> <li>• Different types of forces and energy</li> <li>• The relationship between energy, a force and the movement of an object</li> <li>• How work can be made easier</li> </ul> <p><b>Subjects</b> Science 2-PS1-2, 2-PS1-3 Mathematics Literacy</p> <p><b>Learner Profile:</b> Thinkers, Knowledgeable, Reflective</p>	<p><b>Central Idea</b> Many products go through a process of change before they are used or consumed.</p> <p><b>Key Concepts</b> Function Change Responsibility</p> <p><b>Related Concepts</b> Chemical and physical changes in materials/products; Properties and uses of materials; fairness</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Production processes</li> <li>• Changes products go through</li> <li>• The impact of our product choices on people and the environment</li> </ul> <p><b>Subjects</b> Science - 2-PS1-1, 2-PS1-4, / PS1.A, PS1.B, 2-LS2-2 (honey, bees used in food production) Social Studies Mathematics Literacy</p> <p><b>Learner Profile:</b> Knowledgeable, Principled, Reflective</p>	<p><b>Central Idea</b> Plants, animals and people are connected and depend on each other.</p> <p><b>Key Concepts</b> Function Connection Responsibility</p> <p><b>Related Concepts</b> Biodiversity; animals; ecosystems; habitat; plants; adaptation; classification; balance; interdependence</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The way in which ecosystems, biomes, and environments are interdependent</li> <li>• How human interaction with the environment can affect the balance of systems</li> <li>• The consequences of imbalance with ecosystems</li> </ul> <p><b>Subjects:</b> Science 2-LS2-1, 2-LS2-2, 2-LS4-1 / LS2.A, LS4.D, 2-ESS1-1, 2, 3 &amp; 4. Social Studies Literacy Mathematics</p> <p><b>Learner Profile:</b> Thinkers, Caring, Balanced</p>

Gr 1	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
	An inquiry into rights and responsibilities;	An inquiry into <ul style="list-style-type: none"> <li>orientation in place and time;</li> <li>homes and journeys;</li> </ul>	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;	An inquiry into: the natural world and its laws	An inquiry into the interconnectedness of human-made systems and communities	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things
Gr 1	<p><b>1 - Central idea</b>  <b>We are many communities, but we are one:</b> Personal choices and behaviours shape our individual and collective identity.</p> <p><b>Essential question:</b> How can we best grow as a community of learners?</p> <p><b>Key Concepts</b>  Form  Causation  Responsibility</p> <p><b>Related Concepts</b>  Identity, goal-setting, characteristics, similarity, difference, progress</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Who we are as learners</li> <li>How acting on our reflections helps us grow and develop</li> <li>Our personal abilities and interests</li> </ul> <p><b>Subjects:</b>  PSPE  Literacy  Maths</p> <p><b>Learner Profile:</b> Communicators, Risk-takers, Reflective</p>	<p><b>Central idea</b>  The way people live is connected to where they live.</p> <p><b>Key concepts</b>  Connection  Causation  Perspective</p> <p><b>Related concepts</b>  Location, culture, traditions, values, seasons, mapping</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How where we live is connected to our perspective</li> <li>How people and places are connected</li> <li>How where people live has an impact on their lifestyle</li> </ul> <p><b>Subjects</b>  Social studies  Maths  Literacy  Science - 1-PS4-1, 1-PS4-2, 1-ESS1.1, / ESS1.A, ESS1.B, 1-ESS1.2</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable, Open-minded</p>	<p><b>Central idea</b>  Ideas and feelings inspire creativity.</p> <p><b>Key concepts</b>  Form  Perspective  Responsibility</p> <p><b>Related Concepts</b>  Invention, transformation, communication, innovation, discovery, inspiration, interpretation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Forms of creativity</li> <li>What inspires people to be creative</li> <li>How we express our feelings and ideas creatively</li> </ul> <p><b>Subjects:</b>  PSPE  Science  The Arts  Mathematics  Literacy</p> <p><b>Learner Profile:</b> Thinkers, Open-minded, Risk-takers</p>	<p><b>Central Idea</b>  All living things go through a process of change.</p> <p><b>Key Concepts</b>  Function  Causation  Change</p> <p><b>Related Concepts</b>  Growth, animals , plants, classification, difference, evolution, adaptation, genetics, patterns (life-cycles)</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Life-cycles of plants and animals</li> <li>How living things change over time</li> <li>The similarities and differences between living things</li> </ul> <p><b>Subjects:</b>  Science - LS1-1, LS1-2 / LS1.A, LS1.B, LS1.D, 1-LS3-1 / LS3.A, LS3.b  Literacy  Mathematics</p> <p><b>Learner Profile:</b> Knowledgeable, Caring</p>	<p><b>Central Idea</b>  People use different types of transportation systems to meet their needs.</p> <p><b>Key concepts</b>  Function  Change  Connection</p> <p><b>Related Concepts</b>  Network, sustainability role, interdependence, design</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Features of transportation systems</li> <li>How transport systems have changed</li> <li>The impact of transportation systems on daily life</li> </ul> <p><b>Subjects:</b>  Social studies  Mathematics  Literacy  Science - K-2-ETS111 / ETS1-2 / ETS1-3</p> <p><b>Learner Profile:</b> Inquirers, Reflective, Balanced</p>	<p><b>Central idea</b>  People's choices affect the sustainability of the environment.</p> <p><b>Key Concepts</b>  Causation  Connection  Responsibility</p> <p><b>Related Concepts</b>  Sustainability, resources</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>How our choices affect the environment</li> <li>Our responsibility in using resources</li> <li>Ways we can make a difference</li> </ul> <p><b>Subjects:</b>  Social Studies  PSPE  Science  Literacy  Mathematics</p> <p><b>Learner Profile:</b> Thinkers, Principled</p>

KG	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
	An inquiry into human relationships including families, friends, communities, and cultures;	An inquiry into orientation in place and time;	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity;	An inquiry into: the interaction between the natural world (physical and biological) and human societies		An inquiry into communities and the relationships within and between them
KG	<p><b>1 - Central idea</b>  <b>We are many communities, but we are one:</b> Personal choices and behaviours shape our individual and collective identity.</p> <p><b>Essential question:</b> How do people’s individual choices help build a sense of community?</p> <p><b>Key concepts</b>            Connection            Perspective            Responsibility</p> <p><b>Related concepts</b>            Friendship, interdependence, communication, family, identity, conflict</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How we build relationships</li> <li>• How we relate to others in our community</li> <li>• Responsibilities within relationships</li> </ul> <p><b>Subjects:</b>            PSPE            Social Studies            Literacy</p> <p><b>Learner Profile:</b> Communicators, Principled, Caring</p>	<p><b>Central Idea</b>            Toys and games change over time.</p> <p><b>Key Concepts</b>            Form            Function            Change</p> <p><b>Related Concepts</b>            Change, Force,</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Toys and games</li> <li>• How toys and games have changed over time</li> </ul> <p><b>Subjects:</b>            PSPE - personal growth and development            Social studies - Toys and games in societies            Science - K-PS2-1 &amp; 2, PS2.A, PS2.B, PS3.C</p> <p><b>Learner Profile:</b> Inquirers, Communicators, Caring</p>	<p><b>Central Idea</b>            People create and tell stories in different ways and for many reasons.</p> <p><b>Key Concepts</b>            Function            Causation            Connection</p> <p><b>Related Concepts</b>            Pattern, communication, impact, sequence, dramatic tension, genres, planning, inspiration</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Elements of an effective story</li> <li>• How people express themselves with words and actions</li> <li>• Feelings and emotions that stories create</li> </ul> <p><b>Subjects</b>            The Arts            Literacy            Social studies            Science - ETS1.A, ETS1.B (engineering, design and solution thinking)</p> <p><b>Learner Profile:</b> Communicators, Risk-takers, Balanced</p>	<p><b>Central Idea</b>            Structures are connected to the environment.</p> <p><b>Key Concepts</b>            Function            Causation            Connection</p> <p><b>Related Concepts</b></p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Why different materials are used in construction</li> <li>• How the environment has an impact on buildings and their design</li> <li>• Materials used in buildings</li> </ul> <p><b>Subjects:</b>            Science K-ESS2-1, K-ESS2-2, ESS3.A, ESS3.C, ETS1.B, K-PS3-1,2            Literacy            Social studies            Maths</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable, Thinkers, Communicators</p>		<p><b>3 - Central Idea</b>            People interact with animals in different ways.</p> <p><b>Key Concepts</b>            Form            Perspective            Responsibility</p> <p><b>Related Concepts</b>            Animal classification, conservation, habitat, interdependence, consumption, patterns (in nature)</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The different roles animals play in our lives</li> <li>• Our responsibility in Caring for animals</li> <li>• The animal world</li> </ul> <p><b>Subjects:</b>            PSPE            Social studies            Science - K-ESS3-1, ESS3.A, K-LS1-1, LS1.C            Literacy</p> <p><b>Learner Profile:</b>Principled. Open-minded, Reflective</p>

EL4	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
	An inquiry into human relationships including families, friends, communities, and cultures;		An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; our appreciation of the aesthetic.	An inquiry into: how humans use their understanding of scientific principles		An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things
	<p><b>Central idea</b>  <b>We are many communities, but we are one:</b> Personal choices and behaviours shape our individual and collective identity.</p> <p><b>Essential question:</b> How does the way we act build or break friendships?</p> <p><b>Key Concepts</b>  Causation  Perspective  Responsibility</p> <p><b>Related Concepts</b>  community, belonging, relationships, culture, character, communication, citizenship, family, rights, responsibilities</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Our actions affect our friendships</li> <li>• Seeing things from other people's point of view</li> <li>• The part we play in maintaining positive relationships</li> </ul> <p><b>Subjects:</b>  PSPE  Social Studies  Literacy</p> <p><b>Learner Profile:</b> Communicators, Caring, Open-minded, Balanced</p>		<p><b>Central Idea</b>  I can communicate my ideas in many ways.</p> <p><b>Key Concepts</b>  Form  Function  Connection</p> <p><b>Related Concepts</b>  expression, communication, creativity, identity, exploration, discovery, patterns, similarities, differences, innovation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Different ways we can express our ideas through Literacy</li> <li>• How we can express ourselves through the arts</li> <li>• Math as a Literacy to express ourselves</li> </ul> <p><b>Subjects:</b>  PSPE  Arts  Literacy  Mathematics  Khmer</p> <p><b>Learner Profile:</b> Knowledgeable, Communicators, open-minded, Reflective, Risk-takers.</p>	<p><b>Central Idea</b>  I understand more about materials by exploring them.</p> <p><b>Key Concepts</b>  Form  Function  Change</p> <p><b>Related Concepts</b>  changes of state, properties and uses of materials,</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Materials and where they come from</li> <li>• How materials change when people interact with them</li> <li>• Manipulation and application of materials for a new purpose</li> </ul> <p><b>Subjects:</b>  PSPE  Science  Literacy  Mathematics</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable, Communicators, Risk-takers, Thinkers</p>		<p><b>Central Idea</b>  Living things have certain needs in order to grow and stay healthy.</p> <p><b>Key Concepts</b>  Causation  Change  Connection  Responsibility</p> <p><b>Related Concepts</b>  Growth, change, cycles, responsibility, plants, animals, ecology, custodianship</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The needs of all living things to survive.</li> <li>• Our responsibility for the well-being of ourselves and other living things</li> <li>• The different ways living things are connected to each other</li> </ul> <p><b>Subjects:</b>  PSPE  Science  Social Studies  Literacy  Mathematics</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable, Balanced, Principled, Thinkers</p>

EL3	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
	An inquiry into <ul style="list-style-type: none"> <li>the nature of the self;</li> </ul>		An inquiry into <ul style="list-style-type: none"> <li>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;</li> </ul>	An inquiry into: <ul style="list-style-type: none"> <li>the natural world and its laws</li> </ul>	An inquiry into <ul style="list-style-type: none"> <li>the interconnectedness of human-made systems and communities</li> </ul>	
	<p><b>Central idea</b>  <b>We are many communities, but we are one:</b> Personal choices and behaviours shape our individual and collective identity.</p> <p><b>Essential Question:</b> How do I change and grow?</p> <p><b>Key Concepts:</b>            Form            Change            Connection</p> <p><b>Related Concepts:</b>            Growth, independence, autonomy, interdependence</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Physical characteristics and how I am growing and changing</li> <li>What I can do</li> <li>Myself as part of a family</li> <li>Feelings, likes and dislikes</li> </ul> <p><b>Subjects:</b>            PSPE            Science            Literacy            Mathematics</p> <p><b>Learner Profile:</b> Open-minded, Reflective, Principled, Caring, Risk-takers</p>		<p><b>Central Idea</b>            Through play and exploration we can express our ideas, identity and feelings.</p> <p><b>Key Concepts:</b>            Form            Connection            Perspective</p> <p><b>Related Concepts:</b>            Communication, opinion, relationships</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Expressing feelings, ideas and knowledge</li> <li>Making good choices through play</li> <li>How we value and celebrate individuals and individuality</li> </ul> <p><b>Subjects:</b>            PSPE            Social studies            Literacy</p> <p><b>Learner Profile:</b> Inquirers, Open-minded, Balanced, Communicators</p>	<p><b>Central Idea</b>            Observation, experimentation and scientific inquiry help us understand our world.</p> <p><b>Key Concepts:</b>            Function            Causation            Perspective</p> <p><b>Related Concepts:</b> Changes, exploration, discovery</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Using our senses to explore</li> <li>Observing and making predictions</li> <li>Myself as a scientist</li> </ul> <p><b>Subjects:</b>            PSPE            Science            Social Studies            Literacy            Mathematics</p> <p><b>Learner Profile:</b> Inquirers, Thinkers, Reflective</p>	<p><b>Central Idea</b>            We use time and routines to organize our lives.</p> <p><b>Key Concepts:</b>            Form            Function            Responsibility</p> <p><b>Related Concepts:</b>            Patterns, chronology, culture, institutions, norms</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Patterns and cycles in our lives (milestones, holidays, birthdays) and their influence in our decision making.</li> <li>How systems in the local environment help people to organize their lives.</li> <li>How working together can help us to care for each other and our environment</li> </ul> <p><b>Subjects:</b>            PSPE            Social Studies            Mathematics            Literacy            Science</p> <p><b>Learner Profile:</b> Knowledgeable, Thinkers, Reflective, Caring</p>	