



# Programme of Inquiry

## Brighter Horizons Academy

May 2019

### Pre-K1

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	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; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central idea</b>	Friends and family shape identity.					
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• LOI#1 My actions effect myself and others</li> <li>• LOI #2 Respect and responsibility in a community</li> <li>• LOI#3 Navigating social setting, including interactions with peers</li> </ul>					
<b>Subject focus</b>	Social Studies, English, Science, Arabic					
<b>Key concepts</b>	Connection, Perspective, Responsibility					
<b>Related concepts</b>	Math- In station ( movement) patterns connecting with math and movement  Math-					

Who we are

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**Learning  
experiences**

**Learner Profile Items:**

Principled, Open-minded,  
Caring

**Attitudes:** Appreciation,  
Cooperation, Empathy,  
Respect

**Research Skills:** Observing,  
Organizing Data, Presenting  
Research

**Self-management Skills:**

Gross Motor, Fine Motor,  
Spatial Awareness,  
Organization, Time  
Management, Safety,  
Healthy Lifestyles, Codes of  
Behaviour, Informed Choices

**Thinking Skills:**

Comprehension

**Social Skills:** Accepting

Responsibility, Respecting  
others, Cooperating,  
Resolving conflict, Group  
decision making, Adopting a  
variety of group roles

**Communication Skills:**

Listening, Speaking, Non-  
verbal, Viewing, Presenting

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Pre-K2

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	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; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central idea</b>	Friends and family shape identity.		Innovations create new feelings and ideas.	People create things to meet a need.		People make choices that have an impact on the environment.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• Actions affect myself and others</li> <li>• Respect and responsibility in a community/classroom</li> <li>• Interacting with peers</li> </ul>		<ul style="list-style-type: none"> <li>• LOI #2- Ways to express yourself through various forms</li> <li>• LOI #3- Performances express feelings and communicate ideas</li> <li>• LOI #1 Ideas create different opinions (perspective)</li> </ul>	<ul style="list-style-type: none"> <li>• LIO#1- Simple machines and how they function</li> <li>• LIO#2- The reason for tools</li> <li>• LOI#3- Connection to buildings as giants</li> <li>• LOI#4- Types of transportation</li> </ul>		<ul style="list-style-type: none"> <li>• LOI#1- The impact of our choices on environments and living things (causation)</li> <li>• LOI#2- Characteristics and needs of living things (function)</li> <li>• LOI#3- Responsibilities towards living things (responsibility)</li> </ul>
<b>Subject focus</b>	Social Studies, Arabic, Islamic Studies, English, Science		Social Studies, English, Science, Arabic, Islamic Studies, Quran	Science, Arabic, Islamic Studies		English, Science, Social Studies
<b>Key concepts</b>	Connection, Perspective, Responsibility		Change, Connection, Perspective	Form, Function, Causation		Function, Causation, Responsibility
<b>Related concepts</b>	relationships, independence responsibility initiative		transformation relationships opinion	structure Pattern, systems Related concept to causation		Role impact, consequences rights
<b>Learning experiences</b>	<b>Learner Profile Items:</b> Principled <b>Attitudes:</b> Appreciation,		<b>Learner Profile Items:</b> Open-minded, Risk-takers (Courageous)	<b>Learner Profile Items:</b> Knowledgeable <b>Research Skills:</b> Planning		<b>Learner Profile Items:</b> Inquirers, Reflective <b>Self-management Skills:</b>

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Creativity, Respect  
**Research Skills:** Observing  
**Self-management Skills:** Spatial Awareness, Safety  
**Thinking Skills:** Dialectical thought  
**Social Skills:** Accepting Responsibility, Respecting others  
**Communication Skills:** Listening

**Attitudes:** Confidence, Creativity, Curiosity, Empathy  
**Research Skills:** Observing  
**Self-management Skills:** Spatial Awareness  
**Thinking Skills:** Metacognition  
**Social Skills:** Respecting others  
**Communication Skills:** Presenting

**Self-management Skills:** Time Management  
**Social Skills:** Group decision making

Informed Choices  
**Social Skills:** Resolving conflict

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## Kindergarten

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<b>Central idea</b>	Communities establish rules and responsibilities to live together.	Our lives and how we do things are shaped by the past.	Around the world people celebrate cultures and traditions.	Exploring how changes in the natural world affect humans.	Understanding wants and needs determine how people spend their money.	Society is responsible to understand and care for the planet.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• Rules at school and home</li> <li>• Understanding our responsibilities at school and home</li> <li>• Voting and being a good human</li> </ul>	<ul style="list-style-type: none"> <li>• LOI #1 Life in the past</li> <li>• LOI #2 Life now</li> <li>• LOI #3 How I have changed through time</li> </ul>	<ul style="list-style-type: none"> <li>• LOI #1: National holidays and how we celebrate them</li> <li>• LOI #2: The three major religions</li> <li>• LOI #3: Comparing and contrasting cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• LOI #1: Weather and how it relates to the seasons.</li> <li>• LOI #2: How matter and energy changes</li> <li>• LOI #3: Properties of light, sound, and magnets</li> </ul>	<ul style="list-style-type: none"> <li>• LOI #1: Identifying essential needs</li> <li>• LOI #2: Recognizing wants</li> <li>• LOI #3: Using money wisely</li> </ul>	<ul style="list-style-type: none"> <li>• LOI #1: Earth's Natural Resources</li> <li>• LOI #2: Understanding and differentiating between living and non-living things.</li> <li>• LOI# 3: Parts of a plant and its basic needs</li> </ul>
<b>Subject focus</b>	Arabic, English, Social Studies, Islamic Studies	Arabic, English, Mathematics, Islamic Studies, Quran, Social Studies, Media Literacy	Arabic, English, Mathematics, Islamic Studies, Quran, Social Studies	Science, English, Arabic, Islamic Studies, Quran	Arabic, English, Mathematics, Islamic Studies, Quran, Social Studies	Arabic, English, Mathematics, Islamic Studies, Quran, Science
<b>Key concepts</b>	Form, Causation, Responsibility	Change, Connection, Reflection	Form, Perspective, Responsibility	Function, Change, Connection	Form, Causation, Perspective	Form, Function, Connection
<b>Related concepts</b>	structures, similarities and differences  rights, values	Sequence and Growth, Reflective.	Similarities and differences between people's cultures.  Beliefs  Values	Patterns  Cycles and transformations  Systems	Differences between wants and needs  Consequences  Between families their are differences in terms of wants and needs. Children will be encouraged to talk about what is important to them.	Looking at similarities, differences and the structures.  Systems  Interdependence

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<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Inquirers, Principled</p> <p><b>Attitudes:</b> Cooperation, Integrity, Respect</p> <p><b>Thinking Skills:</b> Acquisition of knowledge</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Group decision making</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Thinkers, Reflective</p> <p><b>Attitudes:</b> Appreciation, Creativity, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions, Observing</p> <p><b>Self-management Skills:</b> Gross Motor, Organization, Time Management</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing</p>	<p><b>Learner Profile Items:</b> Communicators, Open-minded, Risk-takers (Courageous)</p> <p><b>Attitudes:</b> Curiosity, Respect, Tolerance</p> <p><b>Research Skills:</b> Collecting Data, Recording Data, Presenting Research</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Knowledgeable, Thinkers</p> <p><b>Attitudes:</b> Confidence, Creativity, Curiosity</p> <p><b>Self-management Skills:</b> Fine Motor, Spatial Awareness, Organization, Time Management, Informed Choices</p> <p><b>Communication Skills:</b> Listening, Speaking, Writing, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Communicators, Principled</p> <p><b>Attitudes:</b> Appreciation, Independence</p> <p><b>Self-management Skills:</b> Fine Motor, Organization, Time Management, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application</p>	<p><b>Learner Profile Items:</b> Knowledgeable, Caring, Balanced</p> <p><b>Attitudes:</b> Appreciation, Cooperation, Respect</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>
<b>Transdisciplinary Theme</b>	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	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; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central idea</b>	Data can be collected and represented using different types of graphs.					
<b>Lines of inquiry</b>						
<b>Subject focus</b>	Mathematics					
<b>Key</b>						

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concepts

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Related  
concepts

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Learning  
experiences

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Grade 1

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<b>Transdisciplinary Theme</b>	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	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; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central idea</b>	People’s actions and patriotism are a reflection of their beliefs.	Our lives change through experiences from the past.	Life expressions can contribute to the well-being of communities.	Scientists use reasoning to understand how the world works.	Humans create systems to organize the world.	Plants, animals, and humans depend upon each other to survive.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>LOI #1 1.Understand the importance of symbols, customs, and celebrations</li> <li>LOI # 2. Our beliefs and values shape our identity.</li> <li>LOI #3. There are different ways to purify the soul.</li> </ul>	<ul style="list-style-type: none"> <li>How society transformed from then and now- Change</li> <li>How American Heroes utilized their creativity to shape the future- Perspective</li> <li>How people change after being inspired. - Causation</li> </ul>	<ul style="list-style-type: none"> <li>LOI#1: Rights and responsibilities in the home, classroom, and community shape values.</li> <li>LOI#2: Factors leading to societal change</li> <li>LOI#3: Different ways of expressing yourself creatively through Art</li> </ul>	<ul style="list-style-type: none"> <li>LOI #1: The tools we use to make observations and investigate.</li> <li>LOI #2: Predict and analyze changes and properties of matter.</li> <li>LOI #3: Different forms of energy that impact our daily lives.</li> </ul>	<ul style="list-style-type: none"> <li>LOI#1- Our place in relation to the rest of the world</li> <li>LOI#2- Identifying and using map features and the user's perspective</li> <li>LOI#3- Function of state, local, and national government.</li> </ul>	<ul style="list-style-type: none"> <li>LOI#1: Animals belong to ecosystems.</li> <li>LOI #2: Plants have specific characteristics and needs to survive.</li> <li>LOI #3: Animals, plants, and nature are connected to each other.</li> </ul>
<b>Subject focus</b>	English, Islamic Studies	Social Studies, English, Physical Education, Islamic Studies, Quran	Social Studies, Islamic Studies, Quran, Arabic, English	English, Science, Physical Education, Arabic	Arabic, Social Studies, English, Mathematics	English, Science, Arabic, Physical Education, Islamic Studies, Quran
<b>Key concepts</b>	Form, Causation, Change	Causation, Change, Perspective	Causation, Connection, Responsibility	Causation, Change, Connection	Form, Function, Perspective	Change, Connection, Responsibility
<b>Related concepts</b>	Structure impact and consequences transformation	Related concept: Impact heroes have on our society transformation and growth Truth, beliefs, and opinions	consequences and impact Relationships and interdependence Rights and Citizenship	Pattern and Impact Transformation Systems	government, organization, citizenship roles of government, systems of map Bird eye point of view, different types of maps, globes, different points of view from different parts of	Cycle, adaptations interdependence, systems Initiative

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**Learning experiences**

**Learner Profile Items:**  
Knowledgeable, Open-minded  
**Thinking Skills:** Analysis  
**Social Skills:** Accepting Responsibility  
**Communication Skills:**  
Presenting

**Learner Profile Items:**  
Inquirers, Thinkers  
**Attitudes:** Appreciation, Confidence, Cooperation, Creativity, Curiosity, Integrity  
**Research Skills:** Presenting Research  
**Thinking Skills:** Analysis

**Learner Profile Items:**  
Open-minded  
**Attitudes:** Empathy, Tolerance  
**Thinking Skills:** Analysis  
**Communication Skills:**  
Presenting

**Learner Profile Items:**  
Inquirers  
**Attitudes:** Curiosity  
**Research Skills:** Recording Data, Interpreting Data  
**Thinking Skills:** Synthesis

**Learner Profile Items:**  
Knowledgeable  
**Attitudes:** Commitment, Confidence, Cooperation  
**Self-management Skills:**  
Time Management, Codes of Behaviour  
**Communication Skills:**  
Reading

**Learner Profile Items:**  
Knowledgeable  
**Self-management Skills:**  
Informed Choices

## Grade 2

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
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<b>Central idea</b>	Systems are established to create organization in an environment.	The Earth's physical geography has an impact on human interactions.	Celebrations provide diverse ways to connect with each other and honor other cultures	Earth's cycles affect and connect with one another.	Governments assist and determine the rights and responsibilities of citizens.	A habitat and its species are interdependent.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• LOI #1 Needs for systems in a community(Perspective)</li> <li>• LOI # 2.Personal responsibilities establish characteristics.(Responsibility)</li> <li>• LOI# 3. Communities produce and consume goods. (connection)</li> </ul>	<ul style="list-style-type: none"> <li>• #1 - The relationship between location and access to resources</li> <li>• #2 - The differences of physical geography</li> <li>• #3 - Impact of human interaction on the physical environment</li> </ul>	<ul style="list-style-type: none"> <li>• LOI #1 Recognizing ways different cultures honor people and events (Perspective)</li> <li>• LOI#2 People connect experiences that lead to understanding of other cultures (connection)</li> <li>• LOI#3 The learning from celebrations and groups encourages you to open-mindedness (reflection)</li> </ul>	<ul style="list-style-type: none"> <li>• Steps of the water cycle and connection to weather.</li> <li>• Patterns in the night sky.</li> <li>• Changes in states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>• LOI#1 Structure and function of government</li> <li>• LOI#2 Responsibilities of government</li> <li>• LOI#3 Actions that illustrate civic ideals</li> </ul>	<ul style="list-style-type: none"> <li>• #1 What living things need in an environment to exist.</li> <li>• #2 Organisms depend on one another</li> <li>• #3 Characteristics of an organisms.</li> </ul>
<b>Subject focus</b>	Social Studies, English, Arabic, Science	Social Studies, Physical Education, Islamic Studies, Arabic, Quran	Social Studies, Arabic, Islamic Studies, Science, English, Quran	Science, English, Physical Education, Islamic Studies, Arabic, Quran	Social Studies, Islamic Studies, Arabic, English, Quran	Science, Arabic, Islamic Studies, English
<b>Key concepts</b>	Connection, Perspective, Responsibility	Form, Causation, Connection	Connection, Perspective, Reflection	Form, Function, Change	Form, Function, Responsibility	Form, Function, Responsibility
<b>Related concepts</b>	Systems: Every organization is a system.  Relationships: Relationships	structure  impact  relationships	Connection: interdependence, relationships, and systems  Perspective: Beliefs and values.	Properties and structure role, patterns, and systems.  Sequences,cycles, and transformation	government, organization, citizenship, and structure.  communication and role.  Justice, rights, and	similarities and differences  Role, system  value- each organism in a food chain has a value

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<p>build organizations.</p> <p>Opinion: Every living being has its own concept of what is a need or want.</p> <p>citizenship</p>		<p>Reflection: Review, evidence, and responsibility.</p>		<p>citizenship.</p>		
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Balanced</p> <p><b>Research Skills:</b> Recording Data</p> <p><b>Self-management Skills:</b> Organization, Time Management, Informed Choices</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Presenting</p>	<p><b>Learner Profile Items:</b> Caring</p> <p><b>Attitudes:</b> Appreciation, Commitment, Cooperation, Curiosity, Empathy, Respect</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Collecting Data, Organizing Data</p> <p><b>Self-management Skills:</b> Organization, Time Management, Healthy Lifestyles, Codes of Behaviour</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Application, Analysis, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Open-minded</p> <p><b>Attitudes:</b> Respect, Tolerance</p> <p><b>Research Skills:</b> Recording Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Time Management, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge</p> <p><b>Social Skills:</b> Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Speaking, Presenting</p>	<p><b>Learner Profile Items:</b> Communicators</p> <p><b>Attitudes:</b> Commitment, Confidence, Cooperation, Creativity, Curiosity, Independence</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Communication Skills:</b> Presenting</p>	<p><b>Learner Profile Items:</b> Knowledgeable, Thinkers, Principled, Open-minded</p> <p><b>Attitudes:</b> Commitment, Confidence, Cooperation, Empathy, Integrity, Tolerance</p> <p><b>Self-management Skills:</b> Time Management</p> <p><b>Thinking Skills:</b> Comprehension</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating</p> <p><b>Communication Skills:</b> Speaking, Writing</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>

## Grade 3

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<b>Transdisciplinary Theme</b>	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	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; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central idea</b>	The acts of individuals shape the community	Human explorations lead to discoveries and new ways of living.	Creative expression provides ways to share perspectives, ideas and emotions.	Scientific principles are used to explore the order of the natural world.	Humans impact governmental and economic structures.	Living things interact and share natural resources.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>LOI#1 The role of a citizen in a community</li> <li>LOI#2 Historical figures have contributed to their communities</li> <li>LOI#3 The impact of civic organization on a community</li> </ul>	<ul style="list-style-type: none"> <li>LOI# 1 How does the exploration contributed to society</li> <li>LOI#2 How does geography impact explorations.</li> <li>LOI#3 Notable figures that contributed to expanding and creating new communities</li> </ul>	<ul style="list-style-type: none"> <li>LOI#1 Culture shapes people and communities</li> <li>LOI#2 Ways to express yourself through the arts</li> <li>LOI#3 Artists and writers who contribute to the cultural heritage of communities.</li> </ul>	<ul style="list-style-type: none"> <li>LOI #1 Scientific method and safety(function)</li> <li>LOI #2 Structures of plants and animals(form)</li> <li>LOI#3 Survival of plants and animals ( change)</li> </ul>	<ul style="list-style-type: none"> <li>LOI #1: Forms of state and federal government (form)</li> <li>LOI#2: The role of government in various types of systems (function)</li> <li>LOI#3: Functions of government and its constituents (causation)</li> </ul>	<ul style="list-style-type: none"> <li>LOI#1 How natural resources are useful and may be conserved</li> <li>LOI#2 How living things interconnect with the Earth</li> <li>LOI# 3 Rapid and continuous changes on earth.</li> </ul>
<b>Subject focus</b>	Arabic, English, Mathematics, Social Studies, Physical Education, Fine Arts, Islamic Studies, Quran	Social Studies, Physical Education, Islamic Studies, Arabic, Quran, Drama	Social Studies, Arabic, Islamic Studies, English, Science, Quran, Drama	Science, Physical Education, Drama, Islamic Studies, Quran, English	English, Social Studies, Islamic Studies, Arabic, Drama, Science	Science, English, Arabic, Islamic Studies, Quran, Drama, Fine Arts
<b>Key concepts</b>	Form, Causation, Reflection	Causation, Change, Perspective	Connection, Perspective, Reflection	Form, Function, Change	Form, Function, Causation	Change, Connection, Responsibility
<b>Related concepts</b>	<p>Similarities and differences</p> <p>Rights and responsibilities</p>	<p>Study map and research reasons for their motives.</p> <p>Q:Good deeds or bad deeds will decide your ending place in the life after</p>	<p>Relationships</p> <p>Students explore and analyze different art and writing to discover different perspectives and beliefs.</p> <p>interpretations</p>	<p>Structure</p> <p>Similarities</p> <p>Behavior</p>	<p>authority, conflict, artifacts, networks, roles.</p>	<p>Transformation and sequence</p> <p>Interdependence</p>

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet	
Impact	research different explorers and how their explorations and expeditions changed the world and way of living. and how they impacted the world now.		Pattern		relationships,	
Consequences			order			
Responsibility			cycles-research the life cycle of a lady bug, a dragon fly, tomato plants, and conifer plants.		initiative	
Behavior	Compare and contrast the perspective and opinion of Native Americans and the European Explorers.		growth- measurement of the seeds and plants			
			transformation- metamorphosis and stages of life cycle in plant and animals			
<b>Learning experiences</b>	<b>Learner Profile Items:</b> Caring <b>Attitudes:</b> Creativity <b>Research Skills:</b> Planning <b>Self-management Skills:</b> Fine Motor, Organization, Time Management <b>Thinking Skills:</b> Acquisition of knowledge, Application, Synthesis <b>Social Skills:</b> Accepting Responsibility, Resolving conflict <b>Communication Skills:</b> Writing, Presenting	<b>Learner Profile Items:</b> Risk-takers (Courageous) <b>Attitudes:</b> Confidence, Curiosity, Tolerance <b>Research Skills:</b> Formulating Questions, Organizing Data, Presenting Research <b>Self-management Skills:</b> Spatial Awareness, Time Management <b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition <b>Social Skills:</b> Resolving conflict <b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting	<b>Learner Profile Items:</b> Knowledgeable <b>Self-management Skills:</b> Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices	<b>Learner Profile Items:</b> Inquirers <b>Attitudes:</b> Curiosity <b>Research Skills:</b> Observing, Interpreting Data <b>Self-management Skills:</b> Time Management, Safety <b>Thinking Skills:</b> Comprehension <b>Social Skills:</b> Group decision making <b>Communication Skills:</b> Listening, Reading	<b>Learner Profile Items:</b> Balanced <b>Attitudes:</b> Cooperation, Creativity, Enthusiasm, Independence, Integrity, Respect <b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles	<b>Learner Profile Items:</b> Thinkers <b>Attitudes:</b> Appreciation, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Respect <b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition
<b>Transdisciplinary</b>	An inquiry into the nature of the self; beliefs and values;	An inquiry into orientation in place and time; personal	An inquiry into the ways in which we discover and	An inquiry into the natural world and its laws; the	An inquiry into the interconnectedness of	An inquiry into rights and responsibilities in the

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

Grade 4

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	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; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into responsibilities in the struggle to share resources with other people and with the living things; conflict and the relationships within and between societies; access to equal opportunities; peace and conflict resolution.
<b>Central idea</b>	Values drive actions	Exploration, migration, and colonization impact the people and environment.	Humanities are expressed in various methods and ways.	Scientists classify, measure, and observe change.	Government decisions affect economics and social decision making.	Communities and relationships are interdependent and changing.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>Democratic values</li> <li>Contribution of Historical figures</li> <li>Roles and contributions in the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>The Heritage of Native Peoples</li> <li>Exploration and Colonization</li> <li>Revolution and consequences</li> </ul>	<ul style="list-style-type: none"> <li>LOI #1 Conflicts allow perspectives to change</li> <li>LOI#2 Interactions of war allow humans to positively and negatively connect</li> <li>LOI#3 Movements cause changes.</li> </ul>	<ul style="list-style-type: none"> <li>Properties of Matter</li> <li>Relationship between matter, energy, and change</li> <li>Responsibility to the use of matter</li> </ul>	<ul style="list-style-type: none"> <li>LOI#1- Different factors affect economics</li> <li>LOI#2- Industries impact economies</li> <li>LOI#3- Economic systems</li> </ul>	<ul style="list-style-type: none"> <li>LOI 1: Ecosystems</li> <li>Food Webs</li> <li>LOI 2: Living Things and Adaptations</li> <li>LOI 3: Earth and Space</li> </ul>
<b>Subject focus</b>	Arabic, English, Social Studies, Physical Education, Fine Arts, Quran	Social Studies, Physical Education, Arabic, Quran	Social Studies, Arabic, Islamic Studies	Science, Physical Education, Drama, Islamic Studies, Quran, English, Arabic	Science, Social Studies, Quran, Arabic	Science, English Studies, Arabic, Drama, Physical Education, Media Arts, Fine Arts

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the p
<b>Key concepts</b>	Causation, Connection, Responsibility	Causation, Change, Perspective	Change, Connection, Perspective	Form, Causation, Responsibility	Function, Causation, Connection	Causation, Chan Connection
<b>Related concepts</b>	<p>consequences, impact</p> <p>View: The Civil Rights Movement  <a href="https://www.youtube.com/watch?v=URxwe6LPvkM">https://www.youtube.com/watch?v=URxwe6LPvkM</a>  View: "I have a Dream"- short clip  <a href="https://www.youtube.com/watch?v=Kyl1LMmV3V0">https://www.youtube.com/watch?v=Kyl1LMmV3V0</a></p> <p>ELAR Discussion Points</p> <ol style="list-style-type: none"> <li>1. What is one dream that you have for your future?</li> <li>2. What do you think it would be like to live in a place where there was segregation?</li> <li>3. What is one thing you think is an injustice?</li> </ol> <p>Listening to reading- Main Selection- "My Brother Martin" , (T93/ S47)</p> <p>Listening to reading- "My Uncle Martin's Big Heart" by Angela Watkins</p> <p>"Martin's Big Words" by Doren Rappaport- Caldecott Honor Book</p> <p>"Rosa" by Nikki Giovanni- Caldecott Honor Book</p> <p>All listening to reading texts revolve around the line of inquiry and are tied to the central idea through questioning.</p> <p>Research response to literature project- In a group: students will research good and bad leaders in history. Discuss the characteristics that made them "good" or "bad"- be sure to include at least 1 leader that is Muslim. Discuss how the values these leaders hold affect their actions. Students should write their answers on anchor chart paper and share with the class when done.</p> <p>Writing: Choose one democratic value of your choice and write three reasons</p>	<p>consequences, impact transformation</p> <p>Read "Background"- ""- from View: Japan for Kids  <a href="https://www.youtube.com/watch?v=C_ryYJPOx5w">https://www.youtube.com/watch?v=C_ryYJPOx5w</a>  <a href="https://www.youtube.com/watch?v=R3Ym_DVerPw">https://www.youtube.com/watch?v=R3Ym_DVerPw</a></p> <p>Discussion Points</p> <p>What is exploration? How does exploration affect people and the environment? If you could explore anywhere in the world, where would you go and why?</p> <p>Shared reading: Grass Sandals (McGraw Hill curriculum)- relate back to the line of inquiry 2- exploring new lands and the implication of people and environment through questioning.</p> <p>Listening to Reading: "Finding Texas-</p>	<p>Related concept: Transformation</p> <p>Related concepts: relationships, interdependence</p> <p><b>related concepts:</b> opinions, beliefs, truth</p>	<p>properties, similarities, differences.</p> <p>ELAR connection: Work on writing: connect to PYP theme- write an expository essay about global warming and how matter changing states relates to the problem. Students may use iPads/ computers to assist in their research.</p> <p>"Current Event Report" Summarizing activity</p> <p>leveled readers: "How Do We Use Scientific Investigation and Reason?" - on &amp; above level</p> <p>leveled readers- Amazing Birds of Antarctica (struggling reader), An Icy Adventure (on level), Heroes of the Antarctic (Above level). Teacher will ask HOTS questions throughout the story. Identify cause/effect relationships in the story and nonfiction text features</p> <p>Discussed essential question: "How do events in nature affect other</p>	<p>role impact and pattern</p>	<p>View: Component ecosystems:  <a href="https://www.youtube.com/watch?v=MWPj2">https://www.youtube.com/watch?v=MWPj2</a></p> <p>Turtle Pond- Eco  <a href="https://www.youtube.com/watch?v=C6Agn">https://www.youtube.com/watch?v=C6Agn</a></p> <p>Meet with teacher on level: "How Do Organisms Interact with their Environment"</p> <p>Word Work: ecosystem activity- students research/write about a natural disaster and how it changes the environment. Students also draw two pictures to show the difference.</p> <p>Work on writing: card from the environment animals writing post cards. Meet with teacher on level: "Populism and the Rise"</p> <p>Read "Background Amphibians View: View: Amphibians  <a href="https://www.youtube.com/watch?v=X18GP">https://www.youtube.com/watch?v=X18GP</a>  <a href="https://www.youtube.com/watch?v=TiYliQ">https://www.youtube.com/watch?v=TiYliQ</a></p> <p>Discussion Point</p>

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and examples as to why it is important and valuable.

Students created a poetry book: create 2 pages in their "poetry book"- write a free verse poem to describe a democratic value (tied to our LOI 1) + write a haiku about our learner profile trait "caring".

relationships, systems

ELAR:

Background

Video: History of Migrant Workers in California in the 1930s + Cesar Chavez

ELAR: Discussion points

1. Why might a leader use persuasion?
2. Write a list of what you would like and dislike about traveling all the time.
3. Describe what it takes to be a leader who fights for change.

ELAR read aloud: "The Father of India"- discuss how effective leaders can change the course of historical events. Also discuss which leadership qualities are effective- connect to the Prophet Muhammad and other Prophets such as Prophet Musa.

ELAR read aloud:"Gandhi" by Demi- connect to our line of inquiry about the contribution of historical figures and central idea of values driving actions.

ELAR read aloud: "If Kids Ran the World" by Leo and Diane Dillion- connect to the inquiry about the contribution of historical figures- and how students can become one day effective leaders (using our prophets and sahaba as our role models) and the central idea of values driving actions.

Exploration in New Lands" by Harriet Iseke- text discusses explorers

Listening to reading text- Scholastic: Explorers- discusses exploration and how it changes the people and land

Listening to Reading text: Explorers: Adventure, Discovery, Research, and Navigation by King Fisher- discusses exploration and how it changes the people and land

Meet with teacher: Leveled Readers- "Explorers of the Southwest:" -tie the story back to the current line of inquiry through HOTS questions.

Work on writing:"Be a Travel Agent" activity (related back to our line of inquiry 2)- students create a brochure for the "New World" using persuasive elements and descriptive words to encourage people to move.

Texas Weekly- Student Newspaper- Explorers- discusses exploration of Texas and how it changed the people

events?"- tied to PYP theme of matter.

consequences

ELAR connection:

Work on writing: connect to PYP theme- write an expository essay about global warming and how matter changing states relates to the problem. Students may use iPads/ computers to assist in their research.

Work on writing: Write a letter home as if you were a sailor aboard a clipper ship. Highlight different states of matter mentioned in your letter and label what state of matter it is.

Shared Reading: Stormalong- PYP connection: discuss various states of matter throughout the story. leveled science readers- "How Do we Use Forms of Energy?" (below and on level)

leveled readers- Mississippi Barnes Barnes (struggling reader), Balina (on level), Whisper (Above level). Teacher will ask HOTS questions throughout the story. Discuss states of matter mentioned in the story.

What are the most important ideas about amphibians?

Analyze some effects of habitat loss on a variety of animals. Give two effects. Relate the central idea of this text selection to how they relate.

Shared reading: "Amphibian Alert"

Response to Literature

Research: With a focus on research about climate change in the world that is currently at risk for loss or have already

habitat loss (endangered species). Synthesize research findings

explain which animals are at risk of habitat loss, the consequences if they do lose their habitat (effects).

poster to display findings. Students refer to rubric

Work on writing: research book review

TDT inquiry pack

Meet with teacher on level: "How Do we Use Forms of Energy?" (below and on level)

Listening to reading House for Hermie

Eric Carle

Listening to reading Like Me, Climbing

by Durga Yael Berman

Listening to reading "Kyle Goes Alone"

Thornhill

Listening to reading Big Python Problem

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<p>Leveled Readers: Below level: Songs for the People, On level: The People's President, Above level: The Story of Dorothea Lange - all texts revolve around leaders taking action based on values (line of inquiry 2).</p>	<p>and land</p>		<p>Make inferences based on textual evidence. Analyze main character's traits and relationships.</p>		<p>6, T/202, S/72) Listening to read Saving Sea Turtle Journey's Unit 6</p>
<p>Narrative Writing Prompt: Imagine you are a migrant worker. Write a story about how you live in your writing notebook. Please draw a picture to go along with your story. Be prepared to share your story with the class.</p>	<p>beliefs, truth</p>	<p>Read "Background"- Texas Revolution View: Texas Revolution- Battle of the Alamo</p>	<p>rights, citizenship</p>	<p>"Naming the Tur (T204, S74) Read "Backgrou View:</p>	<p>"Naming the Tur (T204, S74) Read "Backgrou View:</p>
<p>Research response to literature project: In groups, students researched nonviolent Movements across the world and their leaders.  citizenship, initiative, values</p>	<p>Discussion Points</p>	<p>What is a revolution? Why would people fight in a revolution? Discuss the meaning of this quote: "'tis true that we are in great danger' the greater therefore should our courage be."- Shakespeare- Henry V. Do you agree or disagree and justify your stance.</p>	<p>ELAR connection:</p>	<p>Ants for Kids: <a href="https://www.youtube.com/watch?v=cXUCL">https://www.youtube.com/watch?v=cXUCL</a> Ants create a life the Amazon jung <a href="https://www.youtube.com/watch?v=A042J">https://www.youtube.com/watch?v=A042J</a></p>	<p>Ants for Kids: <a href="https://www.youtube.com/watch?v=cXUCL">https://www.youtube.com/watch?v=cXUCL</a> Ants create a life the Amazon jung <a href="https://www.youtube.com/watch?v=A042J">https://www.youtube.com/watch?v=A042J</a></p>
<p>Discussion Points in ELAR:</p>	<p>Discussion Points</p>		<p>Shared reading: "Save the Timber Woods!" (Journey's Unit 6, Lesson 29)-literature discussed how students stop a whole forest from being destroyed, and how students can take responsibility to helping the environment.</p>		<p>ELAR Discussion</p>
<p>1. What causes change in a community?</p>			<p>Listening to reading- "The Water Princess" - tie to our line of inquiry about conservation of natural resources (i.e. importance of conserving water, also discuss the hadith:</p>		<p>How do illustrat</p>
<p>2. What responsibility do people have in taking part in their government?</p>					<p>a text interest</p>
<p>3. Do you believe everyone should get to vote? Explain your position.</p>					<p>Compare how ar</p>
<p>Reading: I Could Do That!- Discusses Ester Morris, and how she helped Wyoming attain suffrage for women- relates back to the democratic process.</p>	<p>Shared reading: Remember the Alamo- Reader's Theater- relate back to the line of inquiry 3- revolution and consequences through questioning.</p>		<p>Abdullah ibn Amr reported: The Messenger of Allah, peace and blessings be upon him, passed by Sa'd while he was performing ablution. The Prophet said, "What is this extravagance?" Sa'd said, "Is there extravagance with water in ablution?" The Prophet said, "Yes, even if you were on the banks of a</p>		<p>are similar and d</p>
<p>Writing: Identify one important leader in the women's suffrage movement in the United States. Write why she was important and her contributions to the women's suffrage movement in the U.S.</p>	<p>Listening to reading-The Texas Revolution- Fighting for Independence by Kelly Rodger</p>				<p>from people's liv</p>
<p>Research response- In a group, students will create a timeline of women's suffrage movement with at least 6 events important events. Students will also write a paragraph explaining women's rights in Islam.</p>	<p>Meet with teacher: "Sam Houston"- Below/on/ above leveled readers- tie the story back to the</p>				<p>Relate the centra</p>

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Leveled Readers: Below level: "The First Woman Doctor", On level: "A Champion of Change", above level: "The Writer that Changed America"- all surround the central idea.

Video: View: Vivienne, Taking a Stand With Lemonade | Citizen Kid by Disney [https://www.youtube.com/watch?v=t30NU6hhx4Y&list=PLgVP7XzOfh1zc7\\_xccqFDna941XCmKFrF](https://www.youtube.com/watch?v=t30NU6hhx4Y&list=PLgVP7XzOfh1zc7_xccqFDna941XCmKFrF)  
View: TEDx- Kids Can Change the World <https://www.youtube.com/watch?v=nBi0o9YVErU>

ELAR Discussion points

1. How can characters' actions inspire us to do good things?
2. Describe issues in your community that you think need attention.
3. Do you think that children can make a difference by their values driving action (central idea)?

Research Response group project: In the Power of W.O.W.! Ilena and her friends take action when they learn that they may lose their community bookmobile. In fact, the children learn that people can be quite powerful when they band together for a good cause! Working with your group, have a discussion about some children not having access to books. Research and read some of the articles about the effect of lack of access to books on a child's reading achievement. Create a poster with at least 5 facts about the effects. Then, provide at least 3 solutions to this problem that students your age can do to solve this problem.

Leveled Readers: Below level: "Parker's Problem", On level: "The Mystery on Maple Street", above level: "Trading Talents"- all texts go back to students taking action.

current line of inquiry through HOTS questions. Take running records of students' miscues while reading, take anecdotal records of reading behaviors and comprehension- point out text and graphic features while reading- ask comprehension questions.

Student Newspaper- Texas Revolution:" -tie the story back to the current line of inquiry through HOTS questions.

Work on writing: "Imagine you are a soldier in the Alamo, and William B. Travis gives you the choice to leave or stay and defend the Alamo. What would you do? Give three reasons to defend your decision."

Shared reading: -Voices of the Alamo by Sherry Garland relate back to the line of inquiry 3- revolution and consequences through questioning.

Listening to reading- Susanna of the Alamo by John Jakes - discusses revolution

flowing river."

"Ada's Violin"- or "Earth Day- Hooray!" tie to our line of inquiry- discuss one aspect of conservation can be the 3Rs- reduce, REUSE, RECYCLE, like the kids did to create their musical instruments.

"The Red Bicycle"- tie to our line of inquiry- discuss one aspect of conservation can be the 3Rs- reduce, REUSE & RECYCLE, and how important it is to reduce usage of natural resources.

guided reading- science leveled readers- Conserving Natural Resources

Insects, On-level- Arthropods Rule level- Love those! Work on writing: story about an insect using ALL of the vocabulary words picture to go with it. Students grade six plus one trait. Read "Background do our actions affect earth?"

View: Ecosystem Ecology Crash Course: <https://www.youtube.com/watch?v=v6ubvV>

Discussion Point

Analyze the main elements that make an ecosystem near a river. Write about the things you do to help the Earth. Do more things you can do. Relate the central idea of this text selection to how they relate. Shared reading: "for Kids" Listening to reading "Between Cattails" Terry Williams Listening to reading "Seeds of Change" Johnson Listening to reading "The Magic Magician" Tony Johnston Response to Literature Research: In a group make a brochure about an ecosystem. Include

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Reading: The Power of W.O.W- discussed how students can take action based on their values (central idea).

Listening to reading- - A Day that Changed America- The Alamo by Shelly Tanaka - discusses revolution

Meet with teacher: "Stephen F. Austin"- Below/on/above leveled readers- tie the story back to the current line of inquiry through HOTS questions- discusses colonization of Texas and consequential Texas Revolution

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transformations  
relationships

**Learning experiences**

**Learner Profile Items:** Open-minded, Caring  
**Attitudes:** Appreciation, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Respect, Tolerance  
**Research Skills:** Formulating Questions, Presenting Research  
**Self-management Skills:** Organization, Time Management, Codes of Behaviour, Informed Choices  
**Thinking Skills:** Acquisition of knowledge, Comprehension, Analysis, Evaluation  
**Social Skills:** Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles  
**Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

**Learner Profile Items:** Knowledgeable, Risk-takers (Courageous)  
**Attitudes:** Commitment, Confidence, Cooperation, Enthusiasm, Independence, Respect, Tolerance  
**Self-management Skills:** Organization, Time Management, Codes of Behaviour, Informed Choices  
**Thinking Skills:** Acquisition of knowledge, Comprehension, Application, Analysis, Evaluation  
**Social Skills:** Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles  
**Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

**Learner Profile Items:** Communicators, Balanced  
**Research Skills:** Collecting Data, Recording Data, Organizing Data  
**Self-management Skills:** Codes of Behaviour, Informed Choices  
**Thinking Skills:** Acquisition of knowledge, Comprehension, Synthesis  
**Social Skills:** Group decision making, Adopting a variety of group roles  
**Communication Skills:** Listening, Speaking, Reading, Writing

**Learner Profile Items:** Inquirers, Balanced  
**Attitudes:** Commitment, Creativity, Curiosity, Independence  
**Research Skills:** Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research  
**Self-management Skills:** Gross Motor  
**Thinking Skills:** Acquisition of knowledge, Comprehension  
**Social Skills:** Cooperating  
**Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

**Learner Profile Items:** Principled, Balanced  
**Research Skills:** Collecting Data, Recording Data, Organizing Data  
**Self-management Skills:** Codes of Behaviour  
**Thinking Skills:** Acquisition of knowledge, Comprehension, Application, Synthesis  
**Social Skills:** Group decision making

**Learner Profile Items:** Knowledgeable, Communicators  
**Attitudes:** Appreciation, Creativity, Curiosity, Respect  
**Research Skills:** Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research  
**Self-management Skills:** Organization  
**Thinking Skills:** Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation  
**Social Skills:** Group decision making  
**Communication Skills:** Listening, Speaking, Reading, Writing, Presenting

Grade 5

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Transdisciplinary Theme</b>	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	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; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central idea</b>	Our rights and beliefs shape our national identity to become informed citizen.	Migration leads to diverse opportunities.	Media and arts allow stories to be communicated in diverse ways.	Scientist study the natural phenomena and the Earth's Processes.	Conflict and Leaders bring change to the economy.	Meeting the demands of an environment requires transformation.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>-LOI #1 Fundamental Rights.</li> <li>LOI #2 Symbols of Identity.</li> <li>LOI #3 Democratic Process</li> </ul>	<ul style="list-style-type: none"> <li>LOI 1: The development of a country leads to migration.</li> <li>LOI 2: Reasons for migration.</li> <li>LOI 3: Conflict leads to change in a society.</li> </ul>	<ul style="list-style-type: none"> <li>LOI#1. Figurative language enhances our writing.</li> <li>LOI#2. Ways in which we express our creativity</li> <li>LOI #3 Perspectives in media</li> </ul>	<ul style="list-style-type: none"> <li>LOI#1- Scientist use processes to investigate and solve problems.</li> <li>LOI#2- The Earth, Sun, and Moon differ and have identifiable patterns.</li> <li>LOI#3- Weather and climate can cause changes to the Earth's surface.</li> </ul>	<ul style="list-style-type: none"> <li>LOI#1 Leaders impact society</li> <li>LOI #2 Conflict causes change in the economy.</li> <li>LOI#3 Economic fluctuation affect society.</li> </ul>	<ul style="list-style-type: none"> <li>LOI #1: Fossils are evidence of the past</li> <li>LOI #2: Elements of an ecosystem.</li> <li>LOI #3: Living things pass on observable characteristics.</li> </ul>
<b>Subject focus</b>	Arabic, English, Social Studies, Quran, Physical Education, Islamic Studies, Fine Arts	Social Studies, English, Arabic, Quran, Mathematics, Drama, Islamic Studies, Physical Education, Media Literacy	Arabic, Drama, English, Islamic Studies, Quran, Emotional and Social development, Physical Education, Science, Media Literacy	Science, Physical Education, English, Arabic, Drama, Islamic Studies, Quran, Mathematics	English, Social Studies, Arabic, Islamic Studies, Quran, Mathematics	English, Science, Arabic, Islamic Studies, Quran, Fine Arts, Mathematics
<b>Key concepts</b>	Function, Perspective, Responsibility	Causation, Change, Connection	Function, Connection, Perspective	Form, Causation, Connection	Causation, Change, Perspective	Form, Causation, Connection
<b>Related concepts</b>	Roles of citizens  Systems of government	Patterns  Transformation  Math: transformation and	Relationships  Perspective- Students will be share their perspectives on social issues	Patterns-weather cycles, night/day, water cycle  Properties- earth, sun, and moon	Consequences- Identify the consequences of war.  Transformation- Identify ways environment and economy are transformed after conflict.	Structure  Properties  Sequences

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet	
<p><b>Fine Arts:</b></p> <p>1st Amendment rights; patriotic song - Star Spangled Banner; Play on citizen rights, civic duties and responsibilities.</p> <p>Opinion: Students will inquire about different government system.</p> <p>Beliefs: Bill of Rights</p> <p>Human rights in Islamic perspective</p> <p>Rights, citizenship, and values of citizens and their governments.</p>	<p>comparing and ordering with time lines.</p> <p>Relationships and systems.</p>		<p>Structure- water cycle</p> <p>Impact-of different weather patterns</p> <p>Consequences of different weather patterns on the environment.</p> <p>Sequences of water cycle, sun, moon, earth</p> <p>System- Students will use the scientific method for inquiry.</p> <p>Relationships- The characteristics sun, Earth, and moon and their function.</p>	<p>Opinion- Students will present different opinions regarding conflict.</p>	<p>Relationships</p> <p>Systems</p>	
<p><b>Learning experiences</b></p>	<p><b>Learner Profile Items:</b> Principled, Risk-takers (Courageous), Balanced</p> <p><b>Attitudes:</b> Creativity</p> <p><b>Research Skills:</b> Interpreting Data</p> <p><b>Self-management Skills:</b> Organization</p> <p><b>Thinking Skills:</b> Application</p>	<p><b>Learner Profile Items:</b> Caring, Risk-takers (Courageous)</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis,</p>	<p><b>Learner Profile Items:</b> Communicators</p> <p><b>Attitudes:</b> Creativity</p> <p><b>Thinking Skills:</b> Analysis, Dialectical thought</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers</p> <p><b>Attitudes:</b> Appreciation, Creativity, Curiosity, Enthusiasm, Respect, Tolerance</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p><b>Social Skills:</b> Accepting</p>	<p><b>Learner Profile Items:</b> Communicators, Open-minded</p> <p><b>Attitudes:</b> Integrity</p> <p><b>Research Skills:</b> Planning</p> <p><b>Self-management Skills:</b> Organization</p> <p><b>Social Skills:</b> Resolving conflict</p>	<p><b>Learner Profile Items:</b> Thinkers</p> <p><b>Attitudes:</b> Respect</p> <p><b>Research Skills:</b> Recording Data, Presenting Research</p> <p><b>Thinking Skills:</b> Synthesis</p> <p><b>Communication Skills:</b> Presenting</p>

**Who we are**

**Where we are in place and time**

**How we express ourselves**

**How the world works**

**How we organize ourselves**

**Sharing the planet**

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Evaluation, Dialectical thought, Metacognition  
**Social Skills:** Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles  
**Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

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Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles