

Age  5 - 6	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>Sharing the planet</b>
KDG	<p><b>Central Idea</b> Senses help us to learn about the world around us</p> <p><b>Specified concepts:</b> Form, Function, Responsibility</p> <p><b>Additional concepts:</b> Health, Appreciation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The importance of our senses</li> <li>• What we can do with our senses</li> <li>• How we look after our senses</li> </ul> <p><b>ATL skills:</b> Research skills Social skills</p> <p><b>Learner profile:</b> Risk takers Caring Balanced</p>	<p><b>Central Idea</b> Communities are enriched by their members and the different perspectives they bring.</p> <p><b>Specified concepts:</b> Change, Perspectives</p> <p><b>Additional concepts:</b> Continuity, diversity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What is a community</li> <li>• People within a community</li> <li>• The personal stories of community members</li> </ul> <p><b>ATL skills:</b> Communication skills Social skills</p> <p><b>Learner profile:</b> Communicator Caring</p>	<p><b>Central Idea</b> Literacy is an integral part of our lives</p> <p><b>Specified concepts:</b> Form, Connection,</p> <p><b>Additional concepts:</b> Communication, Expression, Characterization</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How oral, written and visual communication helps us to learn</li> <li>• What kind of pattern are Leo Lionni stories based on</li> <li>• What messages can we extract from his books</li> </ul> <p><b>ATL skills:</b> Thinking skills</p> <p><b>Learner profile:</b> Thinker, Principled Open-minded</p>	<p><b>Central Idea</b> We receive light from a variety of sources and its different properties help us to understand its importance</p> <p><b>Specified concepts:</b> Form, Function, Causation</p> <p><b>Additional concepts:</b> Energy, Properties</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The various sources of light (natural and artificial)</li> <li>• Some properties of light</li> <li>• Light as a resource</li> </ul> <p><b>ATL skills:</b> Thinking skills Research skills</p> <p><b>Learner profile:</b> Knowledgeable, Risk-taker, Inquirer</p>	<p>The PYP Early Childhood program offers 5 units of inquiry.</p>	<p><b>Central Idea</b> Plants sustain life on Earth and play a role in our lives</p> <p><b>Specified concepts:</b> Causation, Responsibility, Perspective</p> <p><b>Additional concepts:</b> Appreciation, Interdependence</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Caring for plants</li> <li>• Products we derive from plants</li> <li>• How plants contribute to life on Earth</li> </ul> <p><b>ATL skills:</b> Research skills Self-management skills Thinking skills</p> <p><b>Learner profile:</b> Caring, Thinker Knowledgeable</p>
Suggested order for 2023-2024	1	2	4	3		5 (year-long unit)

Age 6 - 7	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>Sharing the planet</b>
Grade 1	<p><b>Central Idea</b> Making balanced choices about daily routines enables us to have a healthy lifestyle.</p> <p><b>Specified concepts:</b> Function, Causation</p> <p><b>Additional concepts:</b> Balance, Well-being</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• What our daily habits and routines are (hygiene, sleep, play, eating)</li> <li>• Why balanced choices are important</li> <li>• Consequences of choices</li> </ul> <p><b>ATL Skills:</b>, Communication Skills, Social Skills, Thinking Skills and Research Skills</p> <p><b>IB Profile Words:</b> Balanced and Reflective</p>	<p><b>Central Idea</b> Knowing about how people lived in the past enables us to develop an awareness of the changes over time</p> <p><b>Specified concepts:</b> Change, Connection, form</p> <p><b>Additional concepts:</b> past, traditions, customs</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• What it was like living, playing, and going to school in the past</li> <li>• How aspects of the past still influence us today</li> <li>• The similarities and differences between our lives now and theirs</li> </ul> <p><b>ATL Skills:</b> Research Skills and Communication Skills</p> <p><b>IB Profile Words:</b> Knowledgeable and Open-Minded</p>	<p><b>Central Idea</b> Societies used stories to express themselves.</p> <p><b>Specified concepts:</b> Form, Function, Connection</p> <p><b>Additional concepts:</b> Communication, Expression</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Why stories were written</li> <li>• How stories have changed</li> <li>• Why stories have changed</li> <li>• Focus: Fairy Tales</li> </ul> <p><b>ATL Skills:</b> Communication Skills</p> <p><b>IB Profile Words:</b> Knowledgeable, Communicators and Thinkers</p>	<p><b>Central Idea</b> Matter has properties you can discover through investigations.</p> <p><b>Specified concepts:</b> Form, Function, Change</p> <p><b>Additional concepts:</b> Transformation, Similarities, and Differences</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• What the states of matter are</li> <li>• What the properties of matter are</li> <li>• How matter undergoes physical changes</li> </ul> <p><b>ATL Skills:</b> Communication Skills and Thinking Skills</p> <p><b>IB Profile Words:</b> Inquirers and Thinkers</p>	<p><b>Central Idea</b> Most of the food products we eat go through several stages from their origin to their consumption</p> <p><b>Specified concepts:</b> Form, Function, Change</p> <p><b>Additional concepts:</b> Production, Process</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The origin of food products</li> <li>• The stages of production of food</li> <li>• Jobs that are involved in that process</li> <li>• Different ways products come into our homes</li> </ul> <p><b>ATL Skills:</b> Communication Skills</p> <p><b>IB Profile Words:</b> Caring and Reflective</p>	<p><b>Central Idea</b> People can make choices to support the sustainability of the Earth's resources.</p> <p><b>Specified concepts:</b> Perspective, Responsibility</p> <p><b>Additional concepts:</b> Waste, Resources,Lifestyle</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Earth's finite and infinite resources</li> <li>• The impact of people's choices on the environment</li> <li>• The balance between meeting human needs and the use of limited resources</li> </ul> <p><b>ATL Skills:</b> Communication Skills, Thinking Skills, and Social Skills</p> <p><b>IB Profile Words:</b> Thinkers, Reflective, Caring and Principled</p>
Suggested order for 2023-2024	<b>3</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>1</b>

Age	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:
7 - 8	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
Grade 2	<p><b>Central Idea</b> Our actions influence our relationships with others</p> <p><b>Specified concepts:</b> Function, Responsibility, Form</p> <p><b>Additional concepts:</b> Cooperation, Interaction, Rules</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How classroom rules and routines help us work as a community</li> <li>How to use materials purposefully</li> <li>How to cope with transitions successfully at school</li> <li>How our actions influence our friendships</li> </ul> <p><b>ATL Skills:</b> Communication Skills, Thinking Skills, Self-Management Skills <b>IB Profile Words:</b> Caring, Reflective, Principled</p>	<p><b>Central Idea</b> People can orient themselves in space by using maps</p> <p><b>Specified concepts:</b> Form, Function, Perspective</p> <p><b>Additional concepts:</b> Context, Location, Orientation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The different kinds of maps that describe our space</li> <li>How we use maps to help us move about</li> <li>What the rules and structure of map-making are</li> </ul> <p><b>ATL Skills:</b> Communication Skills, and Thinking Skills <b>IB Profile Words:</b> Inquirers, Thinkers, Communicators</p>	<p><b>Central Idea</b> People can express beliefs and values through literature</p> <p><b>Specified concepts:</b> Form, Perspective</p> <p><b>Additional concepts:</b> Creativity, Imagination, Communication</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The different forms and structures of folk literature</li> <li>Stories from around the world</li> <li>The power of folk literature</li> </ul> <p><b>ATL Skills:</b> Communication Skills, and Thinking Skills <b>IB Profile Words:</b> Inquirers, Communicators, Risk-takers, and Open-Minded</p>	<p><b>Central Idea</b> Simple machines allow us to do work without expending much physical energy</p> <p><b>Specified concepts:</b> Form, Function,</p> <p><b>Additional concepts:</b> Forces, Similarities and Differences, Predictions</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The attributes of simple machines</li> <li>The uses of simple machines</li> <li>How they have evolved over time</li> </ul> <p><b>ATL Skills:</b> Communication Skills, Thinking Skills, and Research Skills. <b>IB Profile Words</b> Inquirers, Thinkers, Communicators</p>	<p><b>Central Idea</b> In a workplace, people share responsibility towards a common purpose</p> <p><b>Specified concepts:</b> Causation, Function, Connection</p> <p><b>Additional concepts:</b> Cooperation, Employment</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Purpose of a workplace</li> <li>Inter-connectedness of people in a workplace</li> <li>Importance of a shared vision or common purpose</li> </ul> <p><b>ATL Skills:</b> Communication Skills, Social Skills, and Thinking Skills <b>IB Profile Words</b> Inquirers, Knowledgeable, Balanced and Open-Minded</p>	<p><b>Central Idea</b> Ecological systems affect living and non-living things and can be affected by them.</p> <p><b>Specified concepts:</b> Form, Causation, Responsibility</p> <p><b>Additional concepts:</b> Characteristics, Conservation, Appreciation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The concept of the ecosystem</li> <li>How the ecosystem works</li> <li>Life in the ecosystem</li> <li>The importance of having and preserving the ecosystem</li> </ul> <p><b>Focus:</b> Rainforest</p> <p><b>ATL Skills:</b> Communication Skills, Social Skills, and Research <b>IB Profile Words:</b> Inquirers, Thinkers, and Knowledgeable</p>
Suggested order for 2023-24	1	6	3	5	2	4

Age 8-9	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>Sharing the planet</b>
Grade 3	<p><b>Central Idea</b> Resolving conflicts helps people to live in harmony</p> <p><b>Specified concepts:</b> Causation, Responsibility</p> <p><b>Additional concepts:</b> Cooperation, Balance, Resolutions</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How conflicts arise</li> <li>• How conflicts can be solved</li> <li>• Consequences of personal choices and actions</li> </ul> <p><b>ATL Skills:</b> Social Skills <b>IB Profile Words</b> Principled, Caring, and Reflective</p>	<p><b>Central Idea</b> Inventions impact history</p> <p><b>Specified concepts:</b> Perspective, Function, Change</p> <p><b>Additional concepts:</b> Progress, Impact, Technology</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• People whose inventions have lived on beyond their own time</li> <li>• The need for inventions</li> <li>• The need for further inventions</li> </ul> <p><b>ATL Skills:</b> Communication Skills, and Research Skills <b>IB Profile Words:</b> Inquirers, Thinkers, Communicators</p>	<p><b>Central Idea</b> We express our ideas, hopes, and values through our choice of heroes</p> <p><b>Specified concepts:</b> Form, Perspective</p> <p><b>Additional concepts:</b> Identity, Perception</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The qualities that make a hero</li> <li>• Ways our choice of heroes reflect our values</li> <li>• The difference between being famous and being a hero</li> </ul> <p><b>ATL Skills:</b> Communication Skills, and Social Skills <b>IB Profile Words</b> Principled, Open-Minded, and Reflective</p>	<p><b>Central Idea</b> Human survival is connected to understanding the continually changing nature of the Earth</p> <p><b>Specified concepts:</b> Change, Causation, Connection</p> <p><b>Additional concepts:</b> Erosion, Geology, Adaptation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How the different components of the Earth are interrelated</li> <li>• How the Earth has changed and is continuing to change</li> <li>• Why the Earth changes</li> <li>• Human responses to the Earth's changes</li> </ul> <p><b>ATL Skills:</b> Research Skills, and Thinking Skills <b>IB Profile Words:</b> Inquirers, Knowledgeable, and Reflective</p>	<p><b>Central Idea</b> Artifacts provide us with clues to how people lived in the past</p> <p><b>Specified concepts:</b> Form, Causation</p> <p><b>Additional concepts:</b> Culture, Discoveries</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How archaeologists collect and study artifacts</li> <li>• What information an archaeologist can collect from an artifact</li> <li>• Evaluating artifacts to help us understand life in Ancient Egypt</li> </ul> <p><b>ATL Skills:</b> Thinking Skills, and Self-Management Skills. <b>IB Profile Words:</b> <b>Thinkers,</b> Communicators, and Risk-takers</p>	<p><b>Central Idea</b> Water is essential to life and is a limited resource for many people.</p> <p><b>Specified concepts:</b> Function, Responsibility</p> <p><b>Additional concepts:</b> Appreciation, Resources, Characteristics</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Sources of water and how water is used</li> <li>• What happens to water after we have used it</li> <li>• Distribution and availability of usable water</li> <li>• Responsibilities regarding water</li> </ul> <p><b>ATL Skills:</b> Communication Skills and Social Skills <b>IB Profile Words:</b> Principled, Caring, and Balanced</p>
Suggested order for 2023-2024	1	2	5	3	4	6

Age 9-10	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>Sharing the planet</b>
Grade 4	<p><b>Central Idea</b> The Earth is surrounded by space and it's part of a vast complex universe.</p> <p><b>Specified concepts:</b> Form, Perspective, Change <b>Additional concepts:</b> Systems, Exploration</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What planets, stars, solar systems, and galaxies are.</li> <li>• The Earth's position in our solar system and the solar system's position in our galaxy.</li> </ul> <p><b>ATL Skills:</b> Research Skills, and Communication Skills <b>IB Learner Profile:</b> Inquirer, Knowledgeable and Open-Minded.</p>	<p><b>Central Idea</b> People's lives are shaped by the regions in which they live.</p> <p><b>Specified concepts:</b> Form, Change, Causation <b>Additional concepts:</b> Continuity, Impact</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The different geographic regions</li> <li>• The reciprocal relationships between lands and peoples</li> <li>• The similarities and differences of people living in comparable regions around the world</li> </ul> <p><b>ATL Skills:</b> Communication Skills, and Research Skills <b>IB Learner Profile:</b> Inquirers, and Communicators</p>	<p><b>Central Idea</b> The media can be used to inform and manipulate</p> <p><b>Specified concepts:</b> Form, Function, Responsibility <b>Additional concepts:</b> Interpretation, Creativity, Perception</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The different kinds of advertising</li> <li>• The devices used to make advertising effective and to influence our choices (use of language, images, sound)</li> <li>• How to be a responsible consumer</li> <li>• The impact of advertising on society</li> </ul> <p><b>ATL Skills:</b> Thinking Skills, and Communication Skills <b>IB Learner Profile:</b> Principled, Thinker, and Balanced</p>	<p><b>Central Idea</b> Energy exists in different forms and is changed, stored, and used in different ways</p> <p><b>Specified concepts:</b> Function, Causation, Connection <b>Additional concepts:</b> Transformation, Conservation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How we use energy</li> <li>• The different forms of energy (renewable and non-renewable)</li> <li>• The impact of energy use on the environment and society</li> <li>• Renewable and Sustainable energy practices</li> </ul> <p><b>ATL Skills:</b> Research Skills, Self-Management Skills, and Thinking Skills <b>IB Learner Profile:</b> Risk Taker, and Inquirer</p>	<p><b>Central Idea</b> Ancient civilizations had systems of organizations</p> <p><b>Specified concepts:</b> Function, Connection, Perspective <b>Additional concepts:</b> Systems, Governments, Beliefs</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Governmental organization of ancient civilizations</li> <li>• The social organization of ancient civilizations</li> <li>• Organization of daily life Case study: Ancient Greece</li> </ul> <p><b>ATL Skills:</b> Thinking Skills, Social Skills, and Communication Skills <b>IB Learner Profile:</b> Knowledgeable, Communicators, and Open-Minded</p>	<p><b>Central Idea</b> Human actions have a direct impact on the world's oceans</p> <p><b>Specified concepts:</b> Causation, Responsibility <b>Additional concepts:</b> Consequences, Evidence</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The ocean as an environment</li> <li>• Environment concerns of the ocean</li> <li>• The impact of humans on the ocean environment</li> <li>• Our responsibility towards protecting the ocean environment</li> </ul> <p><b>ATL Skills:</b> Thinking Skills, and Self-Management Skills <b>IB Learner Profile:</b> Thinker, Caring, and Knowledgeable</p>
Suggested order for 2023-2024	6	2	5	4	3	1

Age 10-11	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>Sharing the planet</b>
Grade 5	<p><b>Central Idea</b> Systems that define beliefs and values offer explanations about the world around us and what it means to be human.</p> <p><b>Specified concepts:</b> Form, Perspective</p> <p><b>Additional concepts:</b> Diversity, Perception, Commitment</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Why religions exist</li> <li>• The similarities and differences between belief systems</li> <li>• The impact of spiritual traditions on society</li> </ul> <p><b>ATL Skills:</b> Research Skills and Self-Management Skills</p> <p><b>IB Profile Words:</b> Communication, Open-Minded, and Caring</p>	<p><b>Central Idea</b> Human migration is a response to challenges, risks, and opportunities.</p> <p><b>Specified concepts:</b> Causation, Change, Responsibility</p> <p><b>Additional concepts:</b> Population, Settlement, Diversity, Refugees</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The reasons why people migrate</li> <li>• Migration throughout history</li> <li>• Effects of migration on communities, cultures, and individuals</li> </ul> <p><b>ATL Skills:</b> Social Skills and Thinking Skills</p> <p><b>IB Profile Words:</b> Inquirers, Thinkers, and Open-Minded</p>	<p><b>Central Idea</b> Literature has the power to influence and structure thinking.</p> <p><b>Specified concepts:</b> Form, Function</p> <p><b>Additional concepts:</b> Self-expression, Communication, Perspective</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Critically evaluating individual choices in books</li> <li>• The distinguishing features for commendable literature</li> <li>• Personal preferences in books</li> </ul> <p><b>ATL Skills:</b> Communication Skills and Self-Management Skills</p> <p><b>IB Profile Words:</b> Knowledgeable, Balanced</p>	<p><b>Central Idea</b> The human body's systems connect and function interdependently.</p> <p><b>Specified concepts:</b> Form, Function, Change, Connection</p> <p><b>Additional concepts:</b> Interdependence and Lifestyle Choices</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The main systems of the human body and their purpose</li> <li>• How organs function and connect within a body system.</li> <li>• How lifestyle choices determine our health.</li> </ul> <p><b>ATL Skills:</b> Research skill and Self-management skills</p> <p><b>IB Profile Words:</b> Caring, Knowledgeable, and Balanced</p>	<p><b>Central Idea</b> In order for societies to thrive, they have economic organizations</p> <p><b>Specified concepts:</b> Function, Causation, Connection</p> <p><b>Additional concepts:</b> Tourism, Produce, Organizations</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How economic organizations are organized</li> <li>• The impact of tourism on economic organization</li> <li>• How produce has an effect on the economic organization</li> <li>• Why economic organizations are important</li> </ul> <p><b>ATL Skills:</b> Thinking Skills and Research Skills</p> <p><b>IB Profile Words:</b> Inquirer, Thinker, and Reflective</p>	<p><b>Central Idea</b> Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p><b>Specified concepts:</b> Connection, Responsibility.</p> <p><b>Additional concepts:</b> Balance, Biodiversity, Interdependence</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Interdependence within ecosystems, biomes and environments.</li> <li>• Ways in which organisms are interconnected in nature.</li> <li>• How human interaction with the environment can affect the balance of systems.</li> </ul> <p><b>ATL Skills:</b> Communication skills and, Thinking Skills</p> <p><b>IB Profile Words:</b> Principled, Balanced, Reflective</p>
Suggested order for 2023-2024	<b>1</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>5</b>	<b>3</b>

Age 11-12	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>Sharing the planet</b> This unit of Inquiry is replaced every year by the 6 <sup>th</sup> -grade Exhibition
Grade 6	<p><b>Central Idea</b> Individuals face changes as they grow and develop</p> <p><b>Specified concepts:</b> Change, Responsibility,</p> <p><b>Additional concepts:</b> Growth, Choice, Diversity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The changes that occur during puberty</li> <li>Our responsibilities in dealing with these changes</li> </ul> <p><b>ATL Skills:</b> Communication Skills, and Research Skills.</p> <p><b>IB Profile Words:</b> Reflective, and Open-Minded</p>	<p><b>Central Idea</b> Evidence of past civilizations can be used to make connections to present-day societies.</p> <p><b>Specified concepts:</b> Causation, Change, Perspective</p> <p><b>Additional concepts:</b> Continuity, Progress, Technology</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Aspects of past civilizations that have survived</li> <li>Reasons these systems and technologies developed</li> <li>Why modern societies continue to use adaptations of these systems and technologies</li> <li>Implications for the future</li> </ul> <p><b>ATL Skills:</b> Thinking Skills, and Research Skills</p> <p><b>IB Profile Words:</b> Inquirers and Knowledgeable</p>	<p><b>Central Idea</b> A person's behavior and how they choose to present themselves project aspects of their identity.</p> <p><b>Specified concepts:</b> Change, Perspective,</p> <p><b>Additional concepts:</b> Identity, Status, Image, Impression</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How appearance and behavior influence our perception of others</li> <li>The influence of cultural and social norms on how we choose to present ourselves</li> <li>Fashion as a form of expression</li> </ul> <p><b>ATL Skills:</b> Communication Skills, Social Skills, and Self-Management Skills</p> <p><b>IB Profile Words:</b> Thinkers, Reflective, and Open-Minded</p>	<p><b>Central Idea</b> The reproduction of living things contributes to the continuation of the species.</p> <p><b>Specified concepts:</b> Change, Connection, Form</p> <p><b>Additional concepts:</b> Cycles, Growth</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Reproduction as part of a life cycle</li> <li>Reproductive processes</li> <li>Genetics and hereditary factors</li> </ul> <p><b>ATL Skills:</b> Communication Skills, Social Skills, and Research Skills</p> <p><b>IB Profile Words:</b> Inquirers, Thinkers, and Knowledgeable</p>	<p><b>Central Idea</b> Governmental systems and decisions can promote or deny equal opportunities and social justice</p> <p><b>Specified concepts:</b> Function, Responsibility</p> <p><b>Additional concepts:</b> Equality, Government, or Governance</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Types of governance</li> <li>Principles of human rights and social justice</li> <li>The effect of institutional behaviors and attitudes on social justice</li> </ul> <p><b>ATL Skills:</b> Communication Skills, and Thinking Skills</p> <p><b>IB Profile Words:</b> Knowledgeable, Open-Minded, and Principled</p>	<p><b>Central Idea</b> Student-generated Central Ideas</p> <p><b>Specified concepts:</b> All Concepts are addressed</p> <p><b>Additional concepts:</b> Student-generated and identified related concepts</p> <p><b>Lines of Inquiry:</b> Student-generated lines of inquiry</p> <p><b>ATL Skills:</b> Social Skills, Research Skills, Communication Skills, Thinking Skills, and Self-Management Skills</p> <p><b>IB Profile Words:</b> Knowledgeable, Open-Minded, Principled, Balanced, Communicators, Caring, Principled, Reflective, Inquirers, and Risk-Taker</p>
Suggested order for 2023-2024	<b>3</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>6</b>

