

Jr. Kindergarten

<p>Who we are 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</p>	<p>Where we are in place & time 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 civilizations, from local and global perspectives.</p>	<p>How we express ourselves 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</p>	<p>How the world works 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.</p>	<p>How we organize ourselves 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.</p>	<p>Sharing the planet 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.</p>
<p>Central Idea: Classroom is a place to extend my learning</p> <p>Key concepts: Form, function, connection Related Concepts: structure, role, relationships</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The people I will meet at school • School / home connection • Things we do at school <p>Transdisciplinary skills:</p> <p>Learner Profile: open-minded, risk-takers</p> <p>Attitudes: confidence, cooperation</p> <p>Order: 1st</p> <p>Subject: LA/ SCI/ PSPE</p>	<p>Central Idea:</p>	<p>Central Idea: We have many different feelings Key concepts: form, causation</p> <p>Related Concepts: similarities, differences, consequences</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The different ways we feel • Noticing and understanding feelings • Expressing our feelings appropriately <p>Transdisciplinary skills:</p> <p>Learner Profile: principled, balanced</p> <p>Attitudes: empathy, tolerance</p> <p>Order: 2nd</p> <p>Subject: LA/SS/PSPE</p>	<p>Central Idea: Water is important to us and we use it in many different ways Key concepts: form, function</p> <p>Related Concepts: properties, roles</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How we use water • Why water is important • How we can save water • The water cycle • The different forms of water <p>Transdisciplinary skills:</p> <p>Learner Profile: inquirers, thinkers</p> <p>Attitudes: commitment, enthusiasm</p> <p>Order: 3rd</p> <p>Subject: LA/ SCI</p>	<p>Central Idea:</p>	<p>Central Idea: Plants give us clean air, materials we need and make the world green Key concepts: form, function, change</p> <p>Related Concepts: pattern, systems, cycle, growth</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Plant characteristics • What plants need to live • What plants give us • Our responsibilities towards plants <p>Transdisciplinary skills:</p> <p>Learner Profile: knowledgeable, communicators</p> <p>Attitudes: curiosity, respect</p> <p>Order: 4th</p> <p>Subject: LA/ SCI/PSPE</p>

Sr.Kindergarten

<p>Who we are 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</p>	<p>Where we are in place & time 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 civilizations, from local and global perspectives.</p>	<p>How we express ourselves 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</p>	<p>How the world works 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.</p>	<p>How we organize ourselves 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.</p>	<p>Sharing the planet 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.</p>
<p>Central Idea: People function well in a safe environment Key concepts: Responsibility, Causation</p> <p>Related Concepts: Behavior, Communication</p> <p>Lines of inquiry: •Types of environments •Safety in the environment</p> <p>Transdisciplinary skills: Thinking skills: comprehension, Application</p> <p>Self-management skills: special awareness, safety, healthy lifestyle, informed choices</p> <p>Learner Profile: Caring, Principled, Thinkers</p> <p>Attitudes: Empathy, Cooperation</p> <p>Order: 2nd</p> <p>Subject: LA/ SS / SC</p>	<p>Central Idea: Children throughout time and around the world have played with toys and games</p> <p>Key concepts: change, reflection</p> <p>Related Concepts: opinion</p> <p>Lines of inquiry: • How toys and games have changed over the years • Toys and games around the world • Playing games is an integral part of everybody`s lives</p> <p>Transdisciplinary skills:</p> <p>Social skills: adopting a variety of group roles</p> <p>Self-management skills: gross motor skills, organization, spatial awareness</p> <p>Communication skills: listening and speaking</p> <p>Learner Profile: 3rd</p> <p>Attitudes:</p> <p>Subject: LA/ SS</p>	<p>Central Idea: People around the world use the arts to tell stories</p> <p>Key concepts: Function, connection, perspective</p> <p>Related Concepts: Choice, creativity, cooperation, resources</p> <p>Lines of inquiry: • Different forms of arts used around the world • Story elements • Story telling</p> <p>Transdisciplinary skills: Social skills: Cooperating Research skills: Presenting Communication skills: non-verbal communication</p> <p>Learner Profile: Communicator, risk-takers</p> <p>Attitudes: Appreciation, creativity, enthusiasm</p> <p>Order: 6th</p> <p>Subject: LA/Drama/Music/Dance/ V Arts</p>	<p>Central Idea: People use and change materials to suit their needs</p> <p>Key concepts: Function, change, connection</p> <p>Related Concepts: Properties, transformation</p> <p>Lines of inquiry: • Natural/man-made materials • How materials change • People use materials</p> <p>Transdisciplinary skills: Research skills: observing, interpreting data Self-management skills: organization</p> <p>Learner Profile: inquirer, communicator</p> <p>Attitudes: curiosity, cooperation</p> <p>Order: 4th</p> <p>Subject: LA/ SCI</p>	<p>Central Idea: School is organized to help us learn</p> <p>Key concepts: Connection, change</p> <p>Related Concepts: relationships, interdependence</p> <p>Lines of inquiry: • Roles of others • Things we need to know about our class/school • Our personal responsibilities</p> <p>Transdisciplinary skills: Communication skills: listening, speaking Research skills: recording and collecting data</p> <p>Learner Profile: risk-taker, inquirer</p> <p>Attitudes: confidence, cooperation</p> <p>Order: 1st</p> <p>Subject: LA/ SS</p>	<p>Central Idea: Invertebrates play an important role in our world</p> <p>Key concepts: Form, connection</p> <p>Related Concepts: Cycles, classification, diversity</p> <p>Lines of inquiry: • Characteristics of invertebrates • Habitats • How invertebrates affect our world</p> <p>Transdisciplinary skills: Research skills: collecting and organizing data; interpreting data</p> <p>Learner Profile: Inquirer, knowledgeable</p> <p>Attitudes: Curiosity</p> <p>Order: 5th</p> <p>Subject: LA/ SCI</p>

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing our planet
1 st grade	<p>Central idea: Personal choices affect our health and well being.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Our daily habits and routines (hygiene, play , sleep, eating) • The basic requirements for good health and well-being • The choices we make in our day related to health and well-being • The impact of these choices on our health and well-being 	<p>Central idea: Families and friends play an important role in our lives.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Different kinds of families and friends • Similarities and differences between families and friends • The needs families and friends fulfill in our lives • The mutual responsibilities that we have with families and friends 	<p>Central idea: We can express and communicate ideas, feelings, and experiences through stories.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Elements of a story • Different ways of telling stories • Why we tell stories 	<p>Central idea: People can establish practices in order to sustain and maintain the earth resources.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Earth resources including water and soil • Finite and infinite resources • Our responsibilities toward finite resources 	<p>Central idea: Schools are organized to help us learn and cooperate.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The school building and grounds • Who works in our school and the jobs they do • Routines and systems that help us • How we work together to form a community 	<p>Central idea: Plants and animals share the land.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The variety of life found around us • How organisms adapt to their surroundings • How human behavior influences plant and animal life in a biotope • Animal characteristics, what do animals need to survive
Key concepts	Form, connection, reflection	Responsibility, function, connection	Form, causation, perspective	Form, causation, responsibility	Form, connection, responsibility	Change. function, connection
Discipline	Language, science, RE	PSCE, social studies	Language, Art, PSCE	Science, mathematics, language	Social studies, art	Language, science
2 nd grade	<p>Central idea: We can use our senses through different ways to explore and understand the world.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • What our senses are • How our senses work • How using our senses helps us to explore and understand the world • How we know which senses to use 	<p>Central idea: Documenting personal histories allow us to reflect on and celebrate who we are and where we come from.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Personal experiences and changes from birth to present (self and family) • Reflecting on who is/has been important in our lives • Strategies we use to gather information about the past • Why people want to find out about the past 	<p>Central idea: Through the art people use different forms of expression to convey their uniqueness of human being.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • How using different elements and techniques can help us express ourselves • How reflecting on the arts helps us to improve • How artwork can be interpreted by different viewers • How everyone can express their uniqueness through the arts 	<p>Central idea: Materials have properties which can be investigated.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • What materials are and their properties • How the properties of materials can determine how it is • How knowing about the properties of materials helps is make predictions 	<p>Central idea: The community is impacted by different professions working together.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Different professions • Who works and lives in a community (look at different communities – school etc) • What services are found in a community 	<p>Central idea: There are different issues of weather in our lives.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Weather and how it is measured, predicted and understood • How weather affects life on earth as a system • How human actions might affect the weather • Other existing natural systems in our world, which affect the weather & earth
There are different	Form, function, reflection	Connection, reflection, change	Connection, function, perspective	Form, function, connection	Responsibility, function, connection	Causation, function, change

Discipline	Language, science	Mathematics, PSCE, art	Language, PSCE, art	Language, science, mathematics	Social studies, art	Science, social studies
3rd grade	<p>Central idea: Our beliefs and values play an important role in our lives.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • What are beliefs and values • Our beliefs and values influence our lives • How and why people express their religious beliefs and values 	<p>Central idea: Our understanding of the world changes continuously through exploration.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Why people explore • Where people explore • How exploration changes lives and ideas 	<p>Central idea: All over the world people tell folk tales / stories to express themselves in a variety of ways and convey their beliefs</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The use of folktale to explain beliefs from long ago • The common elements that exist in and among folktales across cultures • How people express themselves through storytelling and dramas 	<p>Central idea: We might use various ways to classify things around us in order to know them.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • How stones can be classified • On what basis we can classify animals • How we can classify the plants 	<p>Central idea: Cities are interconnected and affect our daily lives.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Lifestyles in different cities • Attractions of different cities • Factors which influences our daily lives in each city • How the cities are interconnected 	<p>Central idea: Our world has limited natural resources that are unevenly distributed.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The effects of shortages of clean water • Our responsibility for conserving and providing water locally and globally • The journey of water in nature • The impacts of misusing natural resources.
Key concepts	Reflection, causation, perspective	Connection, change, perspective	Form, function, perspective	Connection, function, reflection	Perspective, function, connection	Causation, change, responsibility
Discipline	Language, PSCE , art	Language, social studies	Language, PSCE<, art	Science, mathematics	Art, social studies	Language, science
4th grade	<p>Central idea: Our body is made up of different systems.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The systems of my body • How these systems work • How the different system of our body work together • How to keep different systems of the body healthy 	<p>Central idea: Ancient world was the cradle of different races and generations and was influenced by them.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The different races and generations • The conquests and expansions of the generations • The influence of the races and generations 	<p>Central idea: Learning is a fundamental characteristic that connect us to the world.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • What are different ways of learning • How do we connect our learning with our beliefs and feelings • How do we present our findings creatively 	<p>Central idea: We can explore the Earth's unique position through different ways.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The earth's position in our solar system • How days and months are formed • How does the position of earth in the solar system affect the climate in different areas on earth 	<p>Central idea: All countries have special features that make them unique and distinguish them from other places.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The geography and landmarks of where we live • How Iran is similar to or different from its neighborhood • Where we are in relationship to others • Physical characteristics of places and how these define a region 	<p>Central idea: Energy has many different forms; it can be changed, stored and used in various ways.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The ways we can explore energy sources and how to use them • The different forms of energy and their transformation • Why and how we save energy
Key concepts	Form, function, connection	Connection, causation, reflection	Reflection, connection, perspective	Form, function, connection	Connection, form, perspective	Form, responsibility, change
Discipline	Language, science	Social studies, mathematics	Language, PSCE	Mathematics, science	Art, science	Language, science

5 th grade	<p>Central idea: Values play an important role in our lives.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • What are values • The influence of values in our lives • The relationship between values, rights and responsibilities • Our responsibilities to ourselves and each other 	<p>Central idea: Historical events affect how we live today.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The most important historical events that influence our lives today • How do these events affect our lives • What can we do to make the best effect in our future 	<p>Central idea: Ideas and actions of some people can sometimes influence the lives of others.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The lives of influential people • Actions we can take that make a difference in the lives of others • The ways we can appreciate people who have contributed significantly to our lives 	<p>Central idea: Discovery and understanding of nature change the nature of our surrounding</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The steps and processes in scientific investigations • Characteristics of physical and chemical reactions • Procedures for testing theories 	<p>Central idea: Societies are governed by a variety of systems, which have an impact on the lives of individuals.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Rules, laws and power • Types of government • How societies resolve conflicts within and beyond their own boundaries 	<p>Central idea: Humans have an impact on their ecosystem while interacting with other organisms</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The components of an ecosystem • Different types of ecosystem • Differences and similarities of two different ecosystems • How to prevent different kinds of environmental pollutions
Key concepts	Connection, responsibility, perspective	Connection, reflection, change	Connection, reflection, responsibility	Function, change, causation	Function, form, perspective	Causation, function, connection
Disciplines	Language, PSCE	Mathematics, social studies	Language, PSCE	Language, science	Art, social studies	Science, art
6 th grade	<p>Central Idea: The human body consists of many interrelated systems</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • CNS and Anabolic systems (function) • The body system relationship (responsibility) • Changes within the body (change) <p>Learner Profile:</p> <ul style="list-style-type: none"> • Balanced • Caring • Inquirer • Knowledgeable 	<p>Central Idea: Urbanization is one of the critical global trends shaping the future</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Systems • Quality of Life • Evolution of Cities 	<p>Central Idea: Effective communication is enhanced by focused observation, reflection and creative expression.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Effective communication: active or passive • Effective communication in various disciplines 	<p>Central Idea: How chemical reactions makes useful materials</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Nature and properties of elements and compounds • How chemical reactions occur • Practical uses of materials made by chemical reactions <p>Learner Profile:</p> <ul style="list-style-type: none"> • Inquirers • Open-minded • Knowledgeable 	<p>Central Idea: Energy surrounds us all and keeps the world organized</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Forms of energy • Conservation of energy • The organization of energy <p>Learner Profile:</p> <ul style="list-style-type: none"> • Inquirer • Communicator • Knowledgeable 	<p>Central Idea: Historically, war has been an attempt to resolve disputes.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Societal experience during wartime • Communities response to war • Families fractured due to war
Key concepts	Connection, form, change	causation, change, connection	connection, form, perspective	Responsibility, Form, function	Form, connection, function	Responsibility, perspective, reflection
Disciplines	LA/ SS/SCi	LA/Sci/SS/M	LA/SS	Sci/M/LA/SS	LA/SS/PSPE	LA/SS/PSPE