

<div>PRESCHOOL</div> <div>18 months -3 years</div>	<div>Title:</div> <div>Building Blocks</div> <div><div>Central Idea:</div><div>Students will learn classroom routines and procedures as they settle into our school environment. Students will build a loving, and safe community to set up a positive and productive learning environment.</div></div> <div><div>Approach to Learning:</div><div>Communication</div></div> <div><div>IB Learner Profile</div><div>Attribute/s:</div><div>Communicator and Principled</div></div>	<div>Title:</div> <div>Me and My Body</div> <div><div>Central Idea:</div><div>Through books, hands-on activities, movement and play, students identify body parts and make connections about how the body works. Students explore what their body can do and activities they use their body for. Students reflect on space and boundaries.</div></div> <div><div>Approach to Learning:</div><div>Self-management</div></div> <div><div>IB Learner Profile</div><div>Attribute/s:</div><div>Reflective</div></div> <div><div>SDGs</div><div>3- Good health and well-being</div></div>	<div>Title:</div> <div>Sharing and Holidays</div> <div><div>Central Idea:</div><div>Students will develop their social and communication skills as they explore the importance of sharing. Learning how to take turns with others and stay in control of their emotions are two foundations of executive functioning skill. Students will also learn about and explore holidays.</div></div> <div><div>Approach to Learning:</div><div>Social Skills</div></div> <div><div>IB Learner Profile</div><div>Attribute/s:</div><div>Caring</div></div>	<div>Title:</div> <div>Nursery Rhymes</div> <div><div>Central Idea:</div><div>Students will explore Nursery Rhymes and the characters and lessons from each story. Students will practice sequencing and retelling stories. Students will use their imagination with puppets, felt boards, matching and sequence games, art, and dramatic play.</div></div> <div><div>Approach to Learning:</div><div>Thinking</div></div> <div><div>IB Learner Profile</div><div>Attribute/s:</div><div>Thinker, risk-taker, inquirer</div></div>	<div>Title:</div> <div>Meeting Math</div> <div><div>Central Idea:</div><div>While mathematical concepts are built into daily lessons throughout the year, students will focus on developing their understanding of foundational mathematical skills.</div></div> <div><div>Approach to Learning:</div><div>Thinking</div></div> <div><div>IB Learner Profile</div><div>Attribute/s:</div><div>Knowledgeable, risk-taker</div></div>	<div>Title:</div> <div>Colourful Spring</div> <div><div>Central Idea:</div><div>Students will learn about colors and the role they play in our world. Students experiment with mixing colors and practice describing, identifying and categorizing colors. Students will also explore the concepts of spring, flowers, and seasons.</div></div> <div><div>Approach to Learning:</div><div>Research</div></div> <div><div>IB Learner Profile</div><div>Attribute/s:</div><div>Inquirer, open-minded, risk-taker</div></div> <div><div>SDGs</div><div>15 - Life on land</div></div> <div><div>Celebration of Learning Theme</div></div>
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<div>PREKINDERGARTEN</div> <div>1</div> <div>3-4 year olds</div>	<div>Title:</div> <div>Friends and Family</div> <div><div>Central Idea:</div><div>Family is special to our lives and by showing kindness and respect for others, little ones make and keep friends</div></div> <div><div>Approach to Learning:</div><div>Social</div></div> <div><div>IB Learner Profile</div><div>Attribute/s:</div><div>Caring</div></div> <div><div>LINK-IN: SPANISH</div></div>	<div>Title:</div> <div>Exploring Math</div> <div><div>Central Idea:</div><div>Building measurement concepts allows students to make real world connections in math.</div></div> <div><div>Approach to Learning:</div><div>Thinking</div></div> <div><div>IB Learner Profile</div><div>Attribute/s:</div><div>Risk-taker</div></div>	<div>Title:</div> <div>Bahamaland</div> <div><div>Central Idea:</div><div>The Bahamas is an archipelago that we call home.</div></div> <div><div>Approach to Learning:</div><div>Thinking</div></div> <div><div>IB Learner Profile</div><div>Attribute/s:</div><div>Knowledgeable</div></div> <div><div>LINK-IN: ART</div></div>	<div>Title:</div> <div>Healthy Habits</div> <div><div>Central Idea:</div><div>There are many benefits of healthy habits.</div></div> <div><div>Approach to Learning:</div><div>Thinking, Social</div></div> <div><div>IB Learner Profile</div><div>Attribute/s:</div><div>Balanced</div></div> <div><div>SDGs</div><div>3- Good Health and well-being</div></div>	<div>Title:</div> <div>Books Everywhere!</div> <div><div>Central Idea:</div><div>Books teach us many things.</div></div> <div><div>Approach to Learning:</div><div>Communication</div></div> <div><div>IB Learner Profile</div><div>Attribute/s:</div><div>Communicator</div></div>	<div>Title:</div> <div>Weather</div> <div><div>Central Idea:</div><div>People are affected by many types of weather.</div></div> <div><div>Approach to Learning:</div><div>Thinking</div></div> <div><div>IB Learner Profile</div><div>Attribute/s:</div><div>Inquirer</div></div> <div><div>SDGs</div><div>6 Clean Water and Sanitation *Water cycle</div></div> <div><div>LINK-IN: MUSIC</div></div>	<div>Title:</div> <div>Transportation</div> <div><div>Central Idea:</div><div>Transportation is an important part of our lives.</div></div> <div><div>Approaches to Learning:</div><div>Research</div></div> <div><div>IB Learner Profile</div><div>Attribute/s:</div><div>Knowledgeable</div></div> <div><div>LINK-IN: PE</div></div> <div><div>Celebration of Learning Theme</div></div>
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<div>Who we are</div> <div>An inquiry into identity as individuals and as part of a collective through:<ul style="list-style-type: none">- Physical, emotional, social and spiritual health and well-being- Relationships and belonging- Learning and growing</div>	<div>Where we are in place and time</div> <div>An inquiry into histories and orientation in place, space and time through:<ul style="list-style-type: none">- Periods, events and artefacts- Communities, heritage, culture, and environment- Natural and human drivers of movement, adaptation, and transformation</div>	<div>How we express ourselves</div> <div>An inquiry into the diversity of voice, perspectives, and expression through:<ul style="list-style-type: none">- Inspiration, imagination, creativity- Personal, social and cultural modes and practices of communication- Intentions, perceptions, interpretations and responses</div>	<div>How the world works</div> <div>An inquiry into understandings of the world and phenomena through:<ul style="list-style-type: none">- Patterns, cycles, systems- Diverse practices, methods and tools- Discovery, design, innovation: possibilities and impacts</div>	<div>How we organize ourselves</div> <div>An inquiry into systems, structures and networks through:<ul style="list-style-type: none">- Interactions within and between social and ecological systems- Approaches to livelihoods and trade practices: intended and unintended consequences- Representation, collaboration and decision-making</div>	<div>Sharing the planet</div> <div>An inquiry into the interdependence of human and natural worlds through:<ul style="list-style-type: none">- Rights, responsibilities and dignity of all- Pathways to just, peaceful and reimagined futures- Nature, complexity, coexistence and wisdom</div>
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<div> <div>K</div> <div>I</div> <div>N</div> <div>D</div> <div>E</div> <div>R</div> <div>G</div> <div>A</div> <div>R</div> <div>T</div> <div>E</div> <div>N</div> </div> <div>5 - 6 year olds</div>	<div> <div>Title:</div> <div>Just Imagine</div> </div> <div> <div>Central Idea:</div> <div>Fairy tales and fables can help children learn how to be good citizens.</div> </div> <div> <div>Approaches to Learning:</div> <div>Communication Social Thinking</div> </div> <div> <div>Specified Concepts:</div> <div>Form Perspective Function</div> </div> <div> <div>Additional Concepts:</div> <div>_structure, opinion, relationships</div> </div> <div> <div>Lines of Inquiry:</div> <div>-Characteristics of fables and fairy tales -Similarities and differences that exist between stories from around the world -Explain the traits of a good citizen</div> </div> <div> <div>IB Learner Profile</div> <div>Attributes:</div> <div>Communicator Principled Open-Minded</div> </div> <div> <div>LINK-IN: ART, PE</div> </div> <div>Celebration of Learning Unit</div>		<div> <div>Title:</div> <div>Emotions</div> </div> <div> <div>Central Idea:</div> <div>Understanding different feelings helps us to respond to those feelings appropriately.</div> </div> <div> <div>Approaches to Learning:</div> <div>Social Communication Self-management</div> </div> <div> <div>Specified Concepts:</div> <div>Connection Function Responsibility</div> </div> <div> <div>Additional Concepts:</div> <div>consequences, rights, behaviour</div> </div> <div> <div>Lines of Inquiry:</div> <div>-How we communicate our feelings to others -Identifying emotions in others - How we are responsible for our behaviour</div> </div> <div> <div>IB Learner Profile</div> <div>Attributes:</div> <div>Caring Reflective Communicator</div> </div> <div> <div>SDGs</div> <div>3- Good Health and well-being</div> </div> <div> <div>LINK-IN: MUSIC, SPANISH</div> </div>	<div> <div>Title:</div> <div>Materials</div> </div> <div> <div>Central Idea:</div> <div>Materials are used for different purposes.</div> </div> <div> <div>Approaches to Learning:</div> <div>Research Thinking Communication</div> </div> <div> <div>Specified Concepts:</div> <div>Function Causation Responsibility</div> </div> <div> <div>Additional Concepts:</div> <div>behaviour, impact,pattern</div> </div> <div> <div>Lines of Inquiry:</div> <div>-The uses of various materials (function) -How properties of materials affect their uses (causation) - Our responsible use of materials (responsibility)</div> </div> <div> <div>IB Learner Profile</div> <div>Attributes:</div> <div>Inquirer Reflective Knowledgeable</div> </div> <div> <div>SDGs</div> <div>12 Responsible consumption and production 14 Life Below Water</div> </div>		<div> <div>Title:</div> <div>Incredible Insects</div> </div> <div> <div>Central Idea:</div> <div>Insects can be helpful and/or harmful to us and the environment.</div> </div> <div> <div>Approaches to Learning:</div> <div>Research Thinking Communication</div> </div> <div> <div>Specified Concepts:</div> <div>Form Function Connection</div> </div> <div> <div>Additional Concepts:</div> <div>structure, behaviour, interdependence, habitat, classification</div> </div> <div> <div>Lines of Inquiry:</div> <div>-Characteristics of insects -Insects that are helpful and/or harmful -Diet and habitat</div> </div> <div> <div>IB Learner Profile</div> <div>Attributes:</div> <div>Inquirer Caring Knowledgeable</div> </div> <div> <div>SDGs</div> <div>15 Life on Land 13 Climate Action</div> </div> <div> <div>LINK-IN:</div> </div>
<div> <div>G</div> <div>R</div> <div>A</div> <div>D</div> <div>E</div> </div> <div>1</div> <div>6 - 7 year olds</div>	<div> <div>Title:</div> <div>Human Survival</div> </div> <div> <div>Central Idea:</div> <div>Where a person lives determines how they meet their survival needs.</div> </div> <div> <div>Approaches to Learning:</div> <div>Thinking Communication Research</div> </div> <div> <div>Specified Concepts:</div> <div>Form Connection Responsibility</div> </div> <div> <div>Additional Concepts:</div> <div>Similarities/differences, relationships, interdependence, values, initiative</div> </div> <div> <div>Lines of Inquiry:</div> <div>-The human requirement for food, shelter and clothing -The environment affecting the human decisions -The reasons for adaptations</div> </div> <div> <div>IB Learner Profile</div> <div>Attributes:</div> <div>Knowledgeable</div> </div>	<div> <div>Title:</div> <div>Inventions</div> </div> <div> <div>Central Idea:</div> <div>Inventions we use have developed over time.</div> </div> <div> <div>Approaches to Learning:</div> <div>Communication Thinking Research</div> </div> <div> <div>Specified Concepts:</div> <div>Form Change Reflection</div> </div> <div> <div>Additional Concepts:</div> <div>structure/adaptations, transformation, review</div> </div> <div> <div>Lines of Inquiry:</div> <div>-How inventions have or have not developed over time -How inventions have changed people's lives -Inventions we use</div> </div> <div> <div>IB Learner Profile</div> <div>Attributes:</div> <div>Inquirers Thinkers Reflective</div> </div>	<div> <div>Title:</div> <div>Messages (Year-long)</div> </div> <div> <div>Central Idea:</div> <div>We communicate in a variety of ways.</div> </div> <div> <div>Approaches to Learning:</div> <div>Communication Thinking Social</div> </div> <div> <div>Specified Concepts:</div> <div>Connection Reflection Function</div> </div> <div> <div>Additional Concepts:</div> <div>systems, connections, communication, interpretation</div> </div> <div> <div>Lines of Inquiry:</div> <div>-Exploring symbols and signs -Interpreting and understanding a variety of messages -Systems with special meaning-maths, music, maps and charts</div> </div> <div> <div>IB Learner Profile</div> <div>Attributes:</div> <div>Communicators Open-Minded</div> </div>	<div> <div>Title:</div> <div>Solar System</div> </div> <div> <div>Central Idea:</div> <div>Our solar system in space is made up of unique planets.</div> </div> <div> <div>Approaches to Learning:</div> <div>Communication Research Self-management</div> </div> <div> <div>Specified Concepts:</div> <div>Form Function Causation</div> </div> <div> <div>Additional Concepts:</div> <div>similarities and differences, systems, consequences</div> </div> <div> <div>Lines of Inquiry:</div> <div>-How the Earth is a unique planet -The role of the sun in our solar system -The characteristics of the planets in our solar system/Dwarf planets in our solar system</div> </div> <div> <div>IB Learner Profile</div> <div>Attributes:</div> <div>Inquirers</div> </div>	<div> <div>Title:</div> <div>Harvest to Table</div> </div> <div> <div>Central Idea:</div> <div>The food we eat goes through various stages of production.</div> </div> <div> <div>Approaches to Learning:</div> <div>Thinking Social Communication</div> </div> <div> <div>Specified Concepts:</div> <div>Function Connection Change</div> </div> <div> <div>Additional Concepts:</div> <div>systems, impact, transformation</div> </div> <div> <div>Lines of Inquiry:</div> <div>-The stages of making the food we eat -How our food gets to us -How different types of foods can be changed to make other products(eg: wheat changes to make bread)</div> </div> <div> <div>IB Learner Profile</div> <div>Attributes:</div> </div>	<div> <div>Title:</div> <div>Life Cycles</div> </div> <div> <div>Central Idea:</div> <div>Living things grow and change</div> </div> <div> <div>Approaches to Learning:</div> <div>Thinking Self-Management Research</div> </div> <div> <div>Specified Concepts:</div> <div>Change Function Responsibility</div> </div> <div> <div>Additional Concepts:</div> <div>growth, transformation, interdependence, homeostasis, cycles, initiative</div> </div> <div> <div>Lines of Inquiry:</div> <div>-The major stages of human, animal and plant life cycles -How life cycles connect within an ecosystem -Our responsibility to our environment</div> </div> <div> <div>IB Learner Profile</div> <div>Attributes:</div> <div>Caring Reflective Thinkers</div> </div>

	<p>Communicator Open-Minded</p> <p>SDGs 13 Climate Action</p> <p>LINK-IN: ART, PE</p>	<p>SDGs 5 Gender Equality 9 Industry, Innovation, Infrastructure</p> <p>LINK-IN: SPANISH</p> <p>Celebration of Learning Unit</p>	<p>Caring</p> <p>SDGs 3 Good Health and Well-Being 11 Sustainable Cities & Communities</p> <p>LINK-IN: MUSIC</p>	<p>Knowledgeable Risk-Takers</p>	<p>Balanced Risk-Taker Principled</p> <p>SDGs 2 Zero Hunger 12 Responsible consumption and production</p>	<p>SDGs 15 Life on Land</p>
<p>G R A D E 2</p> <p>7 - 8 year olds</p>	<p>Title: Biographies (Unit 5)</p> <p>Central Idea: Biographies help us to connect to other people</p> <p>Approaches to Learning: Communication Research Social</p> <p>Specified Concepts: Form Connection Perspective</p> <p>Additional Concepts: identity, family, history, chronology.</p> <p>Lines of Inquiry: -What a biography is -How biographies and autobiographies are different -How biographies help us to connect to others</p> <p>IB Learner Profile Attributes: Balanced Open-minded Communicator</p> <p>Celebration of Learning Unit</p>	<p>Title: Native Cultures (Unit 2)</p> <p>Central Idea: Indigenous people are affected by and affect the arrival of new groups.</p> <p>Approaches to Learning: Thinking Social Research</p> <p>Specified Concepts: Change Form Causation</p> <p>Additional Concepts: Structure Similarities Differences Consequences Impact Adaptation</p> <p>Lines of Inquiry: - The lifestyles of indigenous people - The impact of the arrival of new groups to the indigenous people - The lasting impact of immigration</p> <p>IB Learner Profile Attributes: Knowledgeable Thinkers Reflective</p> <p>SDGs 16 Peace, Justice and Strong Institutions</p> <p>LINK-IN: SPANISH</p>	<p>Title: Celebrate (Year-long)</p> <p>Central Idea: Celebrations reflect a culture.</p> <p>Approaches to Learning: Thinking Communication Self-Management</p> <p>Specified Concepts: Function Perspective Reflection</p> <p>Additional Concepts: Family, diversity, religion, traditions. similarities, differences, communication beliefs, opinion</p> <p>Lines of Inquiry: -What different cultures celebrate -How different cultures celebrate -Why different cultures celebrate.</p> <p>IB Learner Profile Attributes: Open-minded Inquirer Risk-taker</p> <p>LINK-IN: MUSIC</p>	<p>Title: Plants (Unit 3)</p> <p>Central Idea: Plants are fundamental to life on Earth.</p> <p>Approaches to Learning: Research Communication Thinking</p> <p>Specified Concepts: Form Function Connection</p> <p>AdditionalConcepts: structure, systems, interdependence</p> <p>Lines of Inquiry: -Plant structure -The conditions necessary for plants to grow -How living things use plants</p> <p>IB Learner Profile Attributes: Inquirers Knowledgeable Caring</p> <p>SDGs 2 Zero Hunger 13 Climate Action 15 Life on Land</p>	<p>Title: Law Rules (Unit 1)</p> <p>Central Idea: People need policies and laws to organise their communities.</p> <p>Approaches to Learning: Thinking Social Self- Management</p> <p>Specified Concepts: Function Connection Responsibility</p> <p>Additional Concepts: Structure, Consequences, Systems, Rights, Citizenship Justice</p> <p>Lines of Inquiry: -The process of making policies and laws -How they help/benefit communities -How laws are connected to the rights and responsibilities of an individual</p> <p>IB Learner Profile Attributes: Principled Open-minded Reflective</p> <p>SDGs 16 Peace, Justice and Strong Institutions</p> <p>LINK-IN: PE</p>	<p>Title: Ocean Blue (Unit 4)</p> <p>Central Idea: Life forms in the ocean have an impact on our world and the actions of humans affect this life.</p> <p>Approaches to Learning: Communication Research Thinking</p> <p>Specified Concepts: Form Causation Responsibility</p> <p>AdditionalConcepts: animals, biodiversity, habitat, conservation, ecosystems</p> <p>Lines of Inquiry: -The different forms of life that exist in various ocean environments and their interdependence -The impact of life forms in oceans on our world -Our responsibility to ocean life forms</p> <p>IB Learner Profile Attributes: Principled Thinkers Caring</p> <p>SDGs 14 Life below water 13 Climate action</p> <p>LINK-IN: ART</p>
<p>G R A D E 3</p> <p>8 - 9 year olds</p>	<p>Title: Managing Relationships (Year-long)</p> <p>Central Idea: The way people manage relationships can have positive and negative effects.</p> <p>Approaches to Learning: Social Communication Self-Management</p> <p>Specified Concepts: Causation/Reflection Perspective Responsibility</p> <p>Additional Concepts: impact, relationships, behaviour, choice, feelings, emotions, decisions Emotional Intelligence</p> <p>Lines of Inquiry: -The rights and responsibilities we have to ourselves and others within our communities. -How the choices we make can affect others. -How reflection leads to change of behavior.</p> <p>IB Learner Profiles: Principled Balanced Open-Minded</p> <p>SDGs 3 Good Health and Well-Being 5 Gender Equality</p> <p>LINK-IN: PE</p>	<p>Title: Migration (Unit 3)</p> <p>Central Idea: Human migration is a response to challenges, risks, and opportunities.</p> <p>Approaches to Learning: Research Thinking Communication</p> <p>Specified Concepts: Change Connection Perspective</p> <p>AdditionalConcepts: Adaption, Prejudice Relationships refugees, immigrants</p> <p>Lines of Inquiry: -The reasons people relocate -The places people relocate from -The places people relocate to</p> <p>IB Learner Profiles: Reflective Thinkers Risk-Takers</p> <p>SDGs 1 No Poverty 4 Quality Education 5 Gender Equality 8 Decent Work and Economic Growth 16 Peace, Justice and Strong Institutions</p>	<p>Title: Advertising (Unit 5)</p> <p>Central Idea: Persuasive language and images in advertising affect our choices as consumers.</p> <p>Approaches to Learning: Thinking Communication Self-Management</p> <p>Specified Concepts: Form Function Reflection</p> <p>Additional Concepts: persuasion, advertising, consumers</p> <p>Lines of Inquiry: -The different forms of advertising -How advertising persuades -Ways we can market a product</p> <p>IB Learner Profiles: Knowledgeable Communicator</p> <p>SDGs 9 Industry, Innovation, Infrastructure 12 Responsible Consumption and Production</p> <p>LINK-IN: MUSIC</p>	<p>Title: Simple Machines (Unit 1)</p> <p>Central Idea: Simple machines impact our lives</p> <p>Approaches to Learning: Thinking Communication Research</p> <p>Specified Concepts: Function Change Form</p> <p>Additional Concepts: Properties, Structure Sequences, Transformation</p> <p>Lines of Inquiry: -Types of simple machines -How simple machines work -How simple machines change our lives</p> <p>IB Learner Profiles: Risk-taker Inquirer Communicator</p> <p>SDGs 9 Industry, Innovation, Infrastructure</p> <p>Celebration of learning Unit</p>	<p>Title: Communities (Unit 4)</p> <p>Central Idea: Communities develop because of the needs of people.</p> <p>Approaches to Learning: Communication Social Thinking</p> <p>Specified Concepts: Function Connection Responsibility</p> <p>Additional Concepts: communities, types of communities, community members</p> <p>Lines of Inquiry: -The key elements of a community -Types of communities -Roles and Responsibilities within a community</p> <p>IB Learner Profiles: Open-minded Principled Caring</p> <p>SDGs 9 Industry, Innovation, Infrastructure 11 Sustainable Cities & Communities 16 Peace, Justice and Strong Institutions</p> <p>LINK-IN: SPANISH</p>	<p>Title: Pollution (Unit 2)</p> <p>Central Idea: All living things have the right to live in a pollution-free environment and with that comes responsibilities.</p> <p>Approaches to Learning: Research Communication Thinking</p> <p>Specified Concepts: Form Causation Responsibility</p> <p>Additional Concepts: pollution, types of pollution, pollutants, environments</p> <p>Lines of Inquiry: - The different types of pollution - The effects pollution has on the environment - How lifestyle choices affect the environment</p> <p>IB Learner Profiles: Inquirers Knowledgeable Communicator</p> <p>SDGs 6 Clean Water & Sanitation 7 Affordable & Clean Energy 13 Climate Action 15 Life on Land</p> <p>LINK-IN: ART</p>

<div>GRADE 4</div> <div>9 – 10 year olds</div>	<div>Title:</div> <div>Healthy Choices (Year-long)</div> <div> <div>Central Idea:</div> <div>Our lifestyle choices affect our mental and physical health.</div> </div> <div> <div>Approaches to Learning:</div> <div>Self-Management Research Communication</div> </div> <div> <div>Specified Concepts:</div> <div>Form Causation Responsibility</div> </div> <div> <div>Additional Concepts:</div> <div>Consequences, impact, values, initiative</div> </div> <div> <div>Lines of Inquiry:</div> <div>-What the body and mind requires to stay mentally and physically healthy and why (form) -The physical effects of our lifestyle choices (Causation) -Our responsibility to make healthy choices (Responsibility)</div> </div> <div> <div>IB Learner Profile:</div> <div>Balanced Reflective Knowledgeable</div> </div> <div> <div>SDGs</div> <div>3 Good Health and Well Being</div> </div> <div>LINK-IN: SPANISH, PE</div>	<div>Title:</div> <div>Ancient Civilisations (Unit 4)</div> <div> <div>Central Idea:</div> <div>Ancient civilisations have had an impact on the world today that could continue into the future.</div> </div> <div> <div>Approaches to Learning:</div> <div>Research Thinking Communication</div> </div> <div> <div>Specified Concepts:</div> <div>Function Change Connection</div> </div> <div> <div>Additional Concepts:</div> <div>chronology, artefacts, systems, networks, relationships, transformations</div> </div> <div> <div>Lines of Inquiry:</div> <div>-The key elements that make a civilisation (function) -Significant impacts of ancient civilisations (architecture, artifacts, discoveries, inventions) (Change) - The interconnectedness of individuals and ancient civilisations (Connection)</div> </div> <div> <div>IB Learner Profiles:</div> <div>Knowledgeable Reflective Inquirer</div> </div> <div> <div>SDGs</div> <div>11 Sustainable cities and communities</div> </div>	<div>Title:</div> <div>Beliefs and Values (Unit 1)</div> <div> <div>Central Idea:</div> <div>Tolerance and respect can be learned as we develop an understanding of the beliefs and values of others.</div> </div> <div> <div>Approaches to Learning:</div> <div>Social Thinking Communication</div> </div> <div> <div>Specified Concepts:</div> <div>Connection Perspective Responsibility</div> </div> <div> <div>Additional Concepts:</div> <div>Culture, difference, diversity, opinion, values, tradition, systems, relationships, chronology, artifacts, beliefs, religions</div> </div> <div> <div>Lines of Inquiry:</div> <div>-Commonly held beliefs and values (Connection) -The important teachings, traditions and practices that influence the beliefs and values of others (Perspective) -Our responsibility to be tolerant and respectful in our communities (Responsibility)</div> </div> <div> <div>IB Learner Profiles:</div> <div>Open-Minded Principled Caring</div> </div> <div> <div>SDGs</div> <div>16 Peace, Justice and Strong Institutions</div> </div>	<div>Title:</div> <div>States of Matter (Unit 5)</div> <div> <div>Central Idea:</div> <div>Everything is made of matter, which can neither be created nor destroyed, but can be changed.</div> </div> <div> <div>Approaches to Learning:</div> <div>Research Self-Management Thinking</div> </div> <div> <div>Specified Concepts:</div> <div>Form Causation Change</div> </div> <div> <div>Additional Concepts:</div> <div>properties Structure Sequences Pattern Transformation</div> </div> <div> <div>Lines of Inquiry:</div> <div>-The definition of matter (Form) -Changes of the states of matter (Change) -The scientific method (Causation)</div> </div> <div> <div>IB Learner Profiles:</div> <div>Inquirer Knowledgeable Thinker</div> </div> <div> <div>SDGs</div> <div>13 Climate action 14 Life below water 15 Life on land</div> </div> <div>Celebration of Learning Unit</div>	<div>Title:</div> <div>Economics (Unit 2)</div> <div> <div>Central Idea:</div> <div>Economic activity is based on supply and demand.</div> </div> <div> <div>Approaches to Learning:</div> <div>Research Self-Management Communication</div> </div> <div> <div>Specified Concepts:</div> <div>Causation Connection Responsibility</div> </div> <div> <div>Additional Concepts:</div> <div>systems, interdependence</div> </div> <div> <div>Lines of Inquiry:</div> <div>-How economic activity affects humankind (Causation) -How a business is organised (Connection) -How economic activity affects the environment (Responsibility)</div> </div> <div> <div>IB Learner Profiles:</div> <div>Communicator Risk-taker Thinker</div> </div> <div> <div>SDGs</div> <div>8 Decent work and economic growth 9 Industry innovation 1 No Poverty</div> </div>	<div>Title:</div> <div>Islands of the Bahamas (Unit 3)</div> <div> <div>Central Idea:</div> <div>The islands of The Bahamas are unique yet interdependent on one another.</div> </div> <div> <div>Approaches to Learning:</div> <div>Communication Social Self-Management</div> </div> <div> <div>Specified Concepts:</div> <div>Form Connection Function</div> </div> <div> <div>Additional Concepts:</div> <div>diversity, traditions,culture</div> </div> <div> <div>Lines of Inquiry:</div> <div>-Unique Characteristics of Bahamian islands (form) -Interdependence of Bahamian islands (connection) -Bahamian cultural heritage (function)</div> </div> <div> <div>IB Learner Profiles:</div> <div>Principled Open-minded Knowledgeable</div> </div> <div> <div>SDGs</div> <div>15 Life on Land 14 Life Below Water</div> </div> <div>LINK-IN: MUSIC, ART</div>
	<div>Title:</div> <div>Unique Humans</div> <div> <div>Central Idea:</div> <div>During adolescence, the physical and emotional changes shape our behaviour, interactions and perspective</div> </div> <div> <div>Approaches to Learning:</div> <div>Research Communication Self-Management</div> </div> <div> <div>Specified Concepts:</div> <div>Change Function Causation</div> </div> <div> <div>Additional Concepts:</div> <div>adolescence, development, growth, morals, rational thinking, Maturity, image, well-being, reproduction</div> </div> <div> <div>Lines of Inquiry:</div> <div>- The physical, social, emotional and intellectual changes that occur throughout life. - Factors that contribute to well-being during adolescence. - How relationships contribute to our self-concept.</div> </div> <div> <div>IB Learner Profile:</div> <div>Balanced Knowledgeable Communicators</div> </div> <div> <div>SDGs</div> <div>3 - Good Health and Well Being</div> </div>	<div>Title:</div> <div>Geography and Settlements</div> <div> <div>Central Idea:</div> <div>The Earth's physical geography has an impact on human interactions and settlements</div> </div> <div> <div>Approaches to Learning:</div> <div>Thinking skills Social skills Selk Management</div> </div> <div> <div>Specified Concepts:</div> <div>Form Causation Connection</div> </div> <div> <div>Additional Concepts:</div> <div>settlements, key, legend</div> </div> <div> <div>Lines of Inquiry:</div> <div>- The geographical features of the Earth. (form) - The relationship between location and settlement. (causation) -The impact of human interaction on the physical environment. (connection)</div> </div> <div> <div>IB Learner Profiles:</div> <div>Knowledgeable Communicator Thinker</div> </div> <div> <div>SDGs</div> <div>11 - Sustainable Cities and Communities 8 Decent work and economic growth</div> </div>	<div>Title:</div> <div>Artistic Expression</div> <div> <div>Central Idea:</div> <div>People use artistic expression as a way to communicate their ideas, beliefs and culture</div> </div> <div> <div>Approaches to Learning:</div> <div>Communication Skills Thinking skills Social Skills</div> </div> <div> <div>Specified Concepts:</div> <div>Form Function Perspective</div> </div> <div> <div>Additional Concepts:</div> <div>Properties, Structure, Communication, Impact Subjectivity, Beliefs, Opinion, Prejudice</div> </div> <div> <div>Lines of Inquiry:</div> <div>- Different forms of artistic expression -How people use creativity to share cultures, beliefs and ideas. -How artistic expression can be an outlet for managing emotions (function)</div> </div> <div> <div>IB Learner Profile:</div> <div>Communicators Open-Minded Reflective</div> </div> <div> <div>SDGs</div> <div>5- Gender Equality 16 Peace, Justice and Strong Institutions 10 reduced inequalities</div> </div>	<div>Title:</div> <div>Electricity</div> <div> <div>Central Idea:</div> <div>Electricity is a form of energy and helps us in our daily lives</div> </div> <div> <div>Approaches to Learning:</div> <div>Research Thinking Communication</div> </div> <div> <div>Specified Concepts:</div> <div>Form Function Responsibility</div> </div> <div> <div>Additional Concepts:</div> <div>causation, currents, circuits, conductors, perspective, sources</div> </div> <div> <div>Lines of Inquiry:</div> <div>-Which materials make good conductors -Essential circuit elements -Renewable and non-renewable energy sources</div> </div> <div> <div>IB Learner Profiles:</div> <div>Inquirers Reflective Risk-Takers</div> </div> <div> <div>SDGs</div> <div>7 - Affordable and Clean Energy 12 - Responsible consumption and production</div> </div>	<div>Title:</div> <div>Piracy</div> <div> <div>Central Idea:</div> <div>Piracy has and continues to impact The Bahamas</div> </div> <div> <div>Approaches to Learning:</div> <div>Communication Thinking Research</div> </div> <div> <div>Specified Concepts:</div> <div>Function Causation Responsibility</div> </div> <div> <div>Additional Concepts:</div> <div>structure, systems, networks</div> </div> <div> <div>Lines of Inquiry:</div> <div>-Piracy and Pirates of the Caribbean -Cultural and Environmental impacts of Piracy -Modern Day Piracy</div> </div> <div> <div>IB Learner Profiles:</div> <div>Principled Commitment Open Minded</div> </div> <div> <div>SDGs</div> <div>16 - Peace, Justice and Strong Institutions</div> </div>	<div>Title:</div> <div>Exhibition</div> <div> <div>Central Idea:</div> <div>(Students develop their own central idea according to the topic that they have cosen</div> </div> <div> <div>Approaches to Learning:</div> <div>Self-Management Social Research Thinking Communication</div> </div> <div> <div>Specified Concepts:</div> <div>Function Causation Responsibility Form Perspective Connection Change</div> </div> <div> <div>Lines of Inquiry:</div> <div>Students develop lines of inquiry for all of the key concepts related to their topic of choice</div> </div> <div> <div>IB Learner Profiles:</div> <div>Open-Minded Principled Caring Inquirer Knowledgeable Risk-taker Communicator Reflective Balanced Thinker</div> </div> <div> <div>SDGs</div> <div>ALL</div> </div> <div>LINK-IN: PE, SPANISH, ART, MUSIC</div> <div>Celebration of Learning Unit</div>