

<p><b>G R A D E</b></p>	<p>An inquiry into <b>Who we are</b></p> <p>An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</p>	<p>An inquiry into <b>Where we are in time and place</b></p> <p>An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilisations.</p>	<p>An inquiry into <b>How we express ourselves</b></p> <p>An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.</p>	<p>An inquiry into <b>How the world works</b></p> <p>An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.</p>	<p>An inquiry into <b>How we organise ourselves</b></p> <p>An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.</p>	<p>An inquiry into <b>How we share the planet</b></p> <p>An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.</p>
<p><b>5</b></p>	<p><b>Decisions, Decisions</b> Subject focus: PSE (NB lead in to Exhibition unit)</p> <p><b>Central Idea</b> Understanding how individuals and groups can make decisions is essential to becoming fully responsible, participating members of any community or society.</p> <p><b>An inquiry into:</b> -how decision making by groups is similar to and different from decision making by individuals -when and why group decision-making is needed -the role of values, attitudes, needs and wants in group/ individual decision-making</p> <p>PSE -self-concept -organization for learning -health and safety -interaction with others</p>	<p><b>Cradle of Civilization</b> Subject focus: primarily Social Studies</p> <p><b>Central Idea</b> Development of a civilization changes the way people live. (Case Study – Mesopotamia)</p> <p><b>An inquiry into:</b> -the move from hunter / gatherer to farmer -the impact of farming on the organization of people -the development of specialists, technology and trade -what aspects of early civilization affect our lives today</p> <p>PSE -self-concept -organization for learning</p>	<p><b>From Caves to Galleries</b> Subject focus: primarily The Arts and Social Studies</p> <p><b>Central Idea</b> Art forms develop in the context of the culture in which they exist.</p> <p><b>An inquiry into:</b> -art forms in different historical periods and cultures -the development over time of a specific art form -the influence of cultures on art forms -the way a piece of art is produced</p> <p>PSE -interaction with other -organization for learning</p>	<p><b>Energize It!</b> Subject focus: Science</p> <p><b>Central Idea</b> Energy can be created, stored, transferred and used in different ways.</p> <p><b>An inquiry into:</b> -the sources and uses of different forms of energy -renewable and non-renewable sources of energy -the impact of the use of different forms of energy on the environment -how energy is used and misused in our daily life</p> <p>PSE -health and safety -interaction with others -organization for learning</p>	<p><b>Breaking News</b> Subject focus: primarily Science and Social Studies</p> <p><b>Central Idea</b> Humans develop systems to predict and respond to natural changes on earth.</p> <p><b>An inquiry into:</b> -the types of natural changes that can occur within the earth -the causes and effects of changes on earth -how people respond to changes on earth -the role of technology in predicting and responding to changes on earth</p> <p>PSE -organization for learning -health and safety</p>	<p><b>Exhibition Unit</b> Subject focus: primarily Social Studies</p> <p><b>Central Idea:</b> Sharing limited resources with other communities helps improve our way of life.</p> <p><b>An inquiry into:</b> -how people live in the village -how we can help -how sharing limited resources affects us and the villagers</p> <p>PSE -organization for learning -interaction with others -self-concept -health and safety</p>

4	<p><b>Body Works</b> Subject focus: primarily Science</p> <p><b>Central Idea</b> Our body systems are interdependent.</p> <p><b>An inquiry into:</b> -the systems of the body -how the body systems function together -possible causes of the malfunction of some systems and possible preventions -the role of science and technology when a system malfunctions</p> <p><b>PSE</b> -health and safety -organization for learning -self-concept</p>	<p><b>Culture Clues</b> Subject focus: primarily Social Studies</p> <p><b>Central Idea</b> The study of artefacts and monuments can provide us with a deeper understanding of how cultures have changed.</p> <p><b>An inquiry into:</b> -what artefacts and monuments tell us   about culture -similarities and differences in cultures   past and present -how artefacts and monuments reflect changes over time -how artefacts and monuments are preserved</p> <p><b>PSE</b> -organization for learning -interaction with others</p>	<p><b>How Can I Say That?</b> Subject focus: primarily Technology and Social Studies</p> <p><b>Central Idea</b> There are many forms of communication in the modern world that have a significant impact on the lives of children.</p> <p><b>An inquiry into:</b> -different kinds of communication; for example, speech, the media, computers, the performing arts and advertising -how children constructively use the media within their leisure time -how to be a responsible consumer</p> <p><b>PSE</b> -interaction with others -self-concept</p>	<p><b>What's the Matter?</b> Subject focus: primarily Science</p> <p><b>Central Idea</b> Matter may change its state.</p> <p><b>An Inquiry into:</b> -properties of matter (solids, liquids and gas) -what happens to matter when they are heated, cooled or mixed   in the natural and man made world -whether changes can be reversed -how we can use the Scientific Method to explore changes in Matter</p> <p><b>PSE</b> -organization for learning -health and safety</p>	<p><b>Getting Organized</b> Subject focus: primarily Social Studies</p> <p><b>Central Idea</b> Humans have developed complex systems.</p> <p><b>An inquiry into:</b> -one major system: for example, trade, water or transport -how that system changes and develops over time -why that system changes -what impact those changes have on society</p> <p><b>PSE</b> -organization for learning -health and safety</p>	<p><b>Eco-Challenge</b> Subject focus: primarily Science</p> <p><b>Central Idea</b> All components of an ecosystem are interdependent.</p> <p><b>An inquiry into:</b> -the components of an ecosystem -the climatic regions of the world and their ecosystems -the cause and effect of changes on ecosystems -some of the ways that humans can compensate for these changes</p> <p><b>PSE</b> -interaction with others</p> <p><b>N.B. This unit will be done in the 2007-8 and 2008-9 school years. It will then be replaced in 2009-10 by Extinction is Forever (see 2006 P.O.L.)</b></p>
3	<p><b>City Kid, Country Kid</b> Subject focus: primarily Social Studies</p> <p><b>Central Idea</b> My identity is influenced by the community.</p> <p><b>An inquiry into:</b> -the factors in a community that influence our identity -what life is like in the city of Aleppo and in the villages around Aleppo -why people move from community to community</p> <p><b>PSE</b> -self-concept -interaction with others</p>	<p><b>Blast Off!</b> Subject focus: primarily Science</p> <p><b>Central Idea</b> Our understanding of the earth and the universe changes over time.</p> <p><b>An inquiry into:</b> -the composition of the universe -what people have believed about the universe -space research</p> <p><b>PSE</b> -organization for learning -health and safety</p>	<p><b>Looking in the Mirror</b> Subject focus: primarily the Arts.</p> <p><b>Central Idea</b> The Arts are used as a form of expression that reflects the uniqueness of the person.</p> <p><b>An inquiry into:</b> -how the arts are a form of expression -how we can express our uniqueness through the Arts -forms people have used to express their uniqueness (Case Study: famous person in the Arts)</p> <p><b>PSE</b> -self-concept -interaction with others -organization for learning</p>	<p><b>The Unbroken Circle</b> Subject focus: primarily Science</p> <p><b>Central Idea</b> Changes in the environment may cause life cycles to be broken.</p> <p><b>An inquiry into:</b> -life cycles and their variations -impacts on life cycles -our responsibilities to living things</p> <p><b>PSE</b> -health and safety</p> <p><b>N.B. This unit will be done in the 2007-8 school year only. The following year it will be replaced by Eco-Challenge</b></p>	<p><b>Grow It, Move It, Use It</b> Subject focus: primarily Social Studies</p> <p><b>Central Idea</b> The manufacture of local products affects a community.</p> <p><b>An inquiry into:</b> -the processes involved from plant to product (for example: cotton, olives, wheat) -the inputs, outputs and by-products of the industry -the importance of this industry to the community</p> <p><b>PSE</b> -health and safety -organization for learning</p>	<p><b>Ah'lan Wa Sah'lan</b> Subject focus: primarily Social Studies</p> <p><b>Central Idea</b> People's desire to see the world has an impact on the places they visit.</p> <p><b>An inquiry into:</b> -the nature of tourism -the processes involved in tourism -the cultural impact of tourism -the impact of tourism on the local economy and environment</p> <p><b>PSE</b> -health and safety -organization for learning</p>

2	<p><b>Healthy Bodies</b> Subject focus: primarily Science</p> <p><b>Central Idea</b> How we live affects our bodies.</p> <p><b>An inquiry into:</b> -the various systems in the human body and how they work to keep our body healthy especially the circulatory and digestive systems -the kinds of food necessary for people to grow and remain healthy - how hygiene practices, diet, sleep and exercise contribute to health -our responsibility in maintaining a healthy body</p> <p><b>PSE</b> -health and safety -self-concept</p>	<p><b>What Was It Like When You Were Young?</b> Subject focus: primarily Social Studies</p> <p><b>Central Idea</b> Knowing my family history helps me understand the past.</p> <p><b>An inquiry into:</b> -our family trees -how we can find out about the past. -what life was like during our grandparents' time -how that time was different or the Same</p> <p><b>PSE</b> -self-concept -interaction with others</p>	<p><b>Unspoken Tongues</b> Subject focus: primarily Social Studies</p> <p><b>Central Idea</b> People create forms of self-expression to communicate.</p> <p><b>An inquiry into:</b> -visual communications such as logos, signs and written language -communication systems such as Braille and signing -systems that convey specialised meaning such as music notation, mime, dance and body language and the symbols of mathematics</p> <p><b>PSE</b> -interaction with others -organization for learning -health and safety</p>	<p><b>Seeing the Light, Watching the Dark</b> Subject focus: primarily Science</p> <p><b>Central Idea</b> Light and dark affect living things.</p> <p><b>An inquiry into:</b> -sources of light -the physical nature of light -causes of day and night -the effect of light or darkness on living things -beliefs and fears associated with light and dark</p> <p><b>PSE</b> -health and safety -organization for learning</p>	<p><b>People at Work</b> Subject focus: primarily Social Studies</p> <p><b>Central Idea</b> All communities are made up of people with special skills working together to do essential jobs.</p> <p><b>An inquiry into:</b> -jobs people do in a community and how they are appreciated -how people choose their jobs and acquire the necessary skills to do them -how people work together in a community</p> <p><b>PSE</b> -health and safety -organization for learning -interaction with others</p>	<p><b>Where's Home?</b> Subject focus: primarily Social Studies</p> <p><b>Central Idea</b> People adapt to and alter their environments.</p> <p><b>An inquiry into:</b> -some different climatic regions and habitats -how people adapt to living in different climatic regions -changes that people make to their environment</p> <p><b>PSE</b> -self-concept -interaction with others -health and safety</p>
1	<p><b>Give and Take</b> Subject focus: primarily Science and Social Studies</p> <p><b>Central Idea</b> Listening to others and communicating our own point of view help us live together peacefully.</p> <p><b>An inquiry into:</b> -how we communicate feelings and point of view -how people feel and think differently -respecting other points of view to resolve conflict</p> <p><b>PSE</b> -self-concept -interaction with others</p>	<p><b>Personal Journeys</b> Subject focus: primarily Social Studies</p> <p><b>Central Idea</b> We go to different places for different reasons.</p> <p><b>An inquiry into:</b> -types of journeys we make -reasons for journeys -how we plan our journeys</p> <p><b>PSE</b> -organization for learning -health and safety</p>	<p><b>Just Imagine</b> Subject focus: primarily The Arts</p> <p><b>Central Idea</b> We use our imagination to create stories for fun, for exploring feelings and for explaining the world.</p> <p><b>An inquiry into:</b> -what makes a story -why people tell stories -the various media used for telling stories -specific kinds of stories</p> <p><b>PSE</b> -interaction with others -organization for learning</p>	<p><b>Machines Get Work Done</b> Subject focus: primarily Science</p> <p><b>Central Idea</b> Machines can help us to get work done easily.</p> <p><b>An inquiry into:</b> -types of machines -how machines use forces -why we use machines</p> <p><b>PSE</b> -organization for learning -health and safety</p>	<p><b>The School at Work</b> Subject focus: primarily Social Studies</p> <p><b>Central Idea</b> The school is a place where people do many different but interdependent kinds of work.</p> <p><b>An inquiry into:</b> -the jobs performed by people in the school -how these jobs are interdependent -why these jobs are important</p> <p><b>PSE</b> -organization for learning -interaction with others</p>	<p><b>The Unbroken Circle</b> Subject Focus: Science/Social Sciences</p> <p><b>Central Idea</b> The life cycles of all living things are interdependent.</p> <p><b>An inquiry into:</b> -the major phases in life cycles of living things -the variations in the life cycles of living things -the changes that cause a life cycle to be broken -our responsibility in assuring unbroken circles of life</p> <p><b>PSE</b> -health and safety -interaction with others</p>

<p><b>KG 2</b></p>	<p><b>Let's Have Fun Together</b> Subject focus: primarily PSE</p> <p><b>Central Idea</b> We play and participate in activities to learn, explore and have fun with others.</p> <p><b>An inquiry into:</b> -the social and emotional elements of participating in activities together -solving problems that arise through participation in activities -how our family and friends grow closer and happier by playing and sharing experiences together</p> <p><b>PSE</b> -interaction with others -self-concept -health and safety</p>	<p><b>Celebrations Around the World</b> Subject focus: primarily Social Studies</p> <p><b>Central Idea</b> Children around the world celebrate special days.</p> <p><b>An inquiry into:</b> -what and why we celebrate -how we celebrate -the similarities and differences between family celebrations in different cultures -how our lives are influenced by time (seasons, day of week, timetable)</p> <p><b>PSE</b> -self-concept -interaction with others</p>	<p><b>Art Works</b> Subject focus: primarily Art Studies</p> <p><b>Central Idea</b> We can appreciate art that others make and express ourselves through making our own.</p> <p><b>An inquiry into:</b> -art that we enjoy -how people appreciate art differently -me as an artist -use of colour, shape and design</p> <p><b>PSE</b> -self-concept -organization for learning</p>	<p><b>Sand and Water</b> Subject focus: primarily Science</p> <p><b>Central Idea</b> Sand and water have special properties and many uses.</p> <p><b>An inquiry into:</b> -the properties of sand and water -the uses of sand and water -how water and sand can be changed and how they can change other things</p> <p><b>PSE</b> -health and safety</p>	<p><b>From Field to Table</b> Subject focus: primarily Science and Social Studies</p> <p><b>Central Idea</b> Many of the food products that we eat go through several stages before we can eat them at the table.</p> <p><b>An inquiry into:</b> -where we get food from -the stages of production of food products -foods that do not go through many stages -different ways to keep and store food</p> <p><b>PSE</b> -health and safety -organization for learning</p>	<p><b>Reduce, Reuse, Recycle</b> Subject focus: primarily Science</p> <p><b>Central Idea</b> We can care for the environment by using resources wisely.</p> <p><b>An inquiry into:</b> -why we need to care for the environment -how we can conserve resources -what can be reduced, reused, recycled</p> <p><b>PSE</b> -health and safety -interaction with others</p>
<p><b>KG1</b></p>	<p><b>Myself</b> Subject focus: primarily Social Studies</p> <p><b>Central Idea</b> We are all the same and different in many ways.</p> <p><b>An inquiry into:</b> -how we are the same/different -parts of the body -the five senses -how we express our feelings</p> <p><b>PSE</b> -self-concept -interaction with others</p>		<p><b>The World of Words</b> Subject focus: primarily Literature</p> <p><b>Central Idea</b> We use words to communicate.</p> <p><b>An Inquiry into:</b> -how we use words -the purpose of different texts (stories, signs, recipes, information books, rhymes) -the audiences for different texts</p> <p><b>PSE</b> -interaction with others -organization for learning</p>	<p><b>Water Works</b> Subject focus: Primarily Science</p> <p><b>Central Idea</b> All living things need and use water.</p> <p><b>An Inquiry into:</b> -why living things need water -how living things use water -how we can have fun with water -how we can save water</p> <p><b>PSE</b> -health and safety -interaction with others</p>		<p><b>Animals</b> Subject focus: primarily Science</p> <p><b>Central Idea</b> Animals are a part of our lives and can help us in many ways.</p> <p><b>An inquiry into:</b> -what is living and non-living animals -different kinds of domestic animals -how animals grow and change -how humans and animals help each other</p> <p><b>PSE</b> -health and safety -interaction with others</p>

<p><b>Pre-school</b></p>	<p><b>Look at Me!</b> Subject focus: primarily PSE and Social Studies</p> <p><b>Central Idea</b> Every day I can learn about who I am and what I can do.</p> <p><b>An inquiry into:</b> -myself as part of my family -my likes and dislikes -what I can do -what I do at school</p> <p><b>PSE</b> -self-concept -health and safety -organization for learning -interaction with others</p>		<p><b>What Can I Use This For?</b> Subject focus: primarily Art</p> <p><b>Central Idea</b> I can use natural and man-made materials creatively.</p> <p><b>An inquiry into:</b> -the properties and uses of materials or objects -the possibility of using a material or an object for different purposes -the imaginative use of materials and objects in dramatic play</p> <p><b>PSE</b> -health and safety -organization for learning</p>	<p><b>Come Rain or Shine</b> Subject focus: primarily Science and Social Studies</p> <p><b>Central Idea</b> The weather affects us and our environment.</p> <p><b>An inquiry into:</b> -different types of weather and the four seasons -how weather affects nature -how weather affects people</p> <p><b>PSE</b> -health and safety -self-concept</p>		<p><b>Mini – Beasts</b> Subject focus: primarily Science</p> <p><b>Central Idea</b> Insects and spiders are living things in our environment.</p> <p><b>An inquiry into:</b> -what insects and spiders are -where we find them and where they live -why we find them in different places -how we share our environment with them</p> <p><b>PSE</b> -health and safety -interaction with others</p>
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