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|-----------------------------------|--|--|--|--|
| Grade | PS1 | PS1 | PS1 | PS1 |
| Unit Order | year long | 3 | 1 | 2 |
| Transdisciplinary Theme | Who we are | How we express ourselves | How the world works | Sharing the planet |
| Central Idea | Learning about ourselves helps us understand who we are and connect with others. | We use our "Hundred languages" to express ourselves. | Materials can be explored and manipulated. | Animals play an essential role in our community. |
| Key Concepts | Connection | Perspective | Form | Function |
| | Causation | Function | Change | Responsibility |
| Related Concepts | Interdependence, similarities and differences, self-awareness | Cooperation, imagination, expression | properties, transformation, discovery | animals, classification, interdependence |
| Lines of inquiry | What I like | Exploring our "Hundred language" | Kinds of materials | Kinds of animals |
| | What I can do | Different ways we express our creativity | How materials change | How animals help us |
| | Ways in which we are similar and different | Tools for expression | Creating with loose parts | Our responsibility towards animals |
| Learner Profile Attributes | communicator | principled | risk-taker | caring |
| | knowledgeable | open-minded | thinker | inquirer |
| UN Global Goals | 3 good health | 9 innovation and infrastructure | 12 responsible consumption | 15 life on land |

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|-----------------------------------|---|--|--|--|
| Grade | PS2 | PS2 | PS2 | PS2 |
| Unit Order | year long | 3 | 1 | 2 |
| Transdisciplinary Theme | Who we are | How we express ourselves | How the world works | Sharing the planet |
| Central Idea | Our relationships with others contribute to our well-being. | Through stories we can express ideas, feelings and personal experiences. | Light is all around and behaves in many ways. | Our curiosities lead to an appreciation of nature. |
| Key Concepts | Connection | Perspective | Form | Connection |
| | Causation | Form | Function | Responsibility |
| Related Concepts | Family | stories, interpretation, expression | properties, interaction, transformation | discovery, interaction, interdependence |
| Lines of inquiry | how we are connected with others | stories from around the world | natural and artificial light | Exploring nature through our senses |
| | how relationships affect well-being | the ways in which stories are told | how light behaves with materials and environment | the relationships among living things |
| | rights and responsibilities within relationships | what stories communicate | exploring darkness | different ways to care for natural environment |
| Learner Profile Attributes | open-minded | communicator | inquirer | principled |
| | caring | knowledgeable | risk-taker | thinker |
| UN Global Goal | 16 peace and justice | 4 quality education | 7 renewable energy | 12 responsible consumption |

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|-----------------------------------|--|---|--|--|
| Grade | PS3 | PS3 | PS3 | PS3 |
| Unit Order | year long | 3 | 1 | 2 |
| Transdisciplinary Theme | Who we are | How we express ourselves | How the world works | Sharing the planet |
| Central Idea | Celebrating our diversity leads to a better understanding of each other. | Exploring different forms of art helps us express and develop our creativity. | People use knowledge of forces and energy to make things move. | People can impact living things and habitats. |
| Key Concepts | Connection | Form | Function | Responsibility |
| | Perspective | Connection | Causation | Change |
| Related Concepts | identity, community, family, history | imagination, communication, interpretations | forms of energy, movement, transportation | interdependence, conservation, pollution |
| Lines of inquiry | What all humans have in common | What is art? | What are forces and energy? | Living things in our local environment |
| | What makes each individual unique | What makes us create? | What makes objects move | Reasons why habitats are changing |
| | Appreciating each other | Different ways of presenting our art. | How we use energy and forces in real life | Our responsibility to living things and habitats |
| Learner Profile Attributes | caring | communicator | inquirer | thinker |
| | principled | reflective | knowledgeable | balanced |
| UN Global Goals | 5 gender equality | 16 peace and justice | 7 renewable energy | 15 life on land |
| | | | | 14 life below water |

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| Grade | PYP1 | PYP1 | PYP1 | PYP1 | PYP1 | PYP1 |
| Unit Order | 1 | 4 | 5 | 6 | 3 | 2 |
| Transdisciplinary Theme | 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 |
| Central Idea | Relationships develop through our choices. | External factors determine how people live. | Thoughts and feelings can be expressed through music and movement. | Natural cycles influence the activities of living things. | Food goes through changes before it is consumed. | Plants are a life-sustaining resource for us and other living things. |
| Key Concepts | Connection | Form | Form | Change | Change | Function |
| | Perspective | Causation | Perspective | Causation | Responsibility | Responsibility |
| Related Concepts | self-regulation, conflict, diversity | geography , climate, available resources | communication, performance, body control | seasons, systems, changes of state | production, safety, storage, perservation, consumption | growth, reproduction, sustainability |
| Lines of inquiry | My words and actions | Types of homes in different climates | Forms of music and movement | Earth's natural cycles (water, seasons, moon, day/night) | Stages of food from origin to consumption | Plant reproduction and photosynthesis |
| | How to make and maintain relationships | Influence of landforms on designs | How music and movement makes us feel | Life cycles (frogs, butterflies) | Processed and unprocessed food | The importance of plants |
| | Choices and their impact on relationships | Building materials | Communicating through music and movement | How living things respond to cycles | Responsible consumption | Caring for plants |
| Learner Profile Attributes | principled | risk-taker | reflective | knowledgeable | open-minded | inquirer |
| | reflective | thinker | communicator | inquirer | balanced | caring |
| UN Global Goals | 16 peace and justice | 11 sustainable cities and communities | none | 13 climate action | 12 responsible consumption | 11 sustainable cities and communities |
| | none | none | none | none | 3 good health | 15 life on land |

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|-----------------------------------|---|--|---|--|---|---|
| | PYP2 | PYP2 | PYP2 | PYP2 | PYP2 | PYP2 |
| Unit Order | 3 | 4 | 2 | 5 | 1 | 6 |
| Transdisciplinary Theme | 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 |
| Central Idea | The choices people make affect their health and well-being. | Journeys help people discover their world. | People communicate using the arts. | People use the scientific method to understand matter and materials. | Human-made systems facilitate local and global communication. | People's usage of the Earth's resources affects its sustainability. |
| Key Concepts | Function | Change | Connection | Form | Function | Responsibility |
| | Causation | Causation | Perspective | Change | Connection | Perspective |
| Related Concepts | interconnecteness, awareness, responsibility, influence | geography, impact | Creativity, Appreciation | properties, process, transformation | innovation, technology | resources, choice, dependence |
| Lines of inquiry | A balanced life | Types of journeys people make | Interpretation of the arts | The scientific process | Universal signs and symbols | Limited nature of Earth's resources |
| | How choices we make effect our health | Choices and decisions involved in making a journey | How art provides insight and information | properties of materials and how they change | How visual language helps communication. | Personal choices that can help sustain the environment |
| | Factors of well-being | Changes experienced because of a journey | The role of the arts in different cultures, places and time | manipulation and applicaion of materials to new purposes | Evolution of technology for communication | Refusing, reusing and reducing different materials |
| Learner Profile Attributes | principled | open-minded | open-minded | thinker | communicator | caring |
| | balanced | none | | inquirer | risk-taker | knowledgeable |
| UN Global Goals | 3 good health | none | none | 12 responsible consumption | 9 innovation and infrastructure | 7 renewable energy |
| | 16 peace and justice | none | none | none | none | 12 responsible consumption |

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|-----------------------------------|---|---|---|--|---|--|
| Grade | PYP4 | PYP4 | PYP4 | PYP4 | PYP4 | PYP4 |
| Unit Order | 2 | 4 | 3 | 5 | 6 | 1 |
| Transdisciplinary Theme | 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 |
| Central Idea | The effective interactions between human body systems contribute to health. | Explorations lead to discoveries, possibilities and new understandings. | People can share their life experiences through the creative process. | Changes in the Earth impact living things. | Goods and services can be created in response to entrepreneurial thinking and innovation. | Children worldwide encounter a range of challenges, risks and opportunities. |
| Key Concepts | Function | Causation | Form | Causation | Connection | Responsibility |
| | Connection | Connection | Perspective | Change | Function | Causation |
| Related Concepts | decision making interdependence, homeostasis | Explorations, Discoveries, Impact | subjectivity, inspiration, interpretation | weather, impact | systems, ethics economics | empowerment, equality, resilience |
| Lines of inquiry | human body systems | What drives exploration | factors that inspire creativity | how the different components of the Earth are interrelated | The structure and function of businesses | circumstances that determine a child's access to opportunities |
| | How body systems are interdependent | How explorations have taken place over time | sharing our life experiences through creativity | why the Earth has changed and continues to change | understanding supply and demand | fair and equal actions |
| | Impact of lifestyle choices on health | The consequences of exploration | how people choose to share their life experiences over time | human responses to the Earth's changes | the design and development of goods and services | the role of social responsibility and action |
| Learner Profile Attributes | caring | inquirer | principled | knowledgeable | principled | thinker |
| | balanced | risk-taker | communicator | inquirer | knowledgeable | caring |
| UN Global Goals | 3 good health | 11 sustainable cities and communities | 9 innovation and infrastructure | 13 climate action | 8 good jobs and economic growth | 5 gender equality |

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| Grade | PYP5 | PYP5 | PYP5 | PYP5 | PYP5 | PYP5 |
| Unit Order | 6 | 1 | 2 | 4 | 5 | 3 |
| Transdisciplinary Theme | 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 |
| Central Idea | Individuals face changes as they grow and develop. | Human migration can be a response to challenges and opportunities. | Media provides opportunities for expression. | Conversion of energy shapes the environment. | Exhibition | Solutions to conflict lead to a better quality of life. |
| Key Concepts | Form | Causation | Responsibility | Change | | Responsibility |
| | Change | Perspective | Function | Function | | Connection |
| Related Concepts | individuality, development, decision making | events, movement, comparisons | ethics, advertising, digital citizenship | conservation, transformation, energy | | problem-solving, equity, conflict |
| Lines of inquiry | puberty | reasons why people migrate | types of media and their purpose | storage and transformation of energy | | causes of conflict |
| | how changes impact our self-identity | migration over time | How media is used as a tool for communication | renewable and sustainable energy | | human rights and equity |
| | transitioning from PYP to MYP | the effects of migration on communities, cultures and individuals | the responsibility and rights when using mediums of expression | relationship between machines, energy and forces | | strategies used to resolve conflict |
| Learner Profile Attributes | caring | open-minded | principled | knowledgeable | | thinker |
| | balanced | risk-taker | communicator | inquirer | | reflective |
| UN Global Goals | 3 good health | 11 sustainable cities and communities | 4 quality education | 7 renewable energy | none | 10 reduced inequalities |
| | none | none | none | 11 sustainable cities and communities | none | none |