

Unit of Inquiry	Who We Are	How We Express Ourselves	How We Organise Ourselves	How The World Works
K1	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships include families, friends, communities and cultures; rights and responsibilities; what it means to be human.	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.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	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.
Duration Covered	Year around unit (8 Weeks)	Year around unit (8 Weeks)	Year around unit (8 Weeks)	Year around unit (8 Weeks)
Central Idea	We use play to explore relationships and come to new understanding.	Stories originate from a variety of sources/places and are told in different ways.	Communities make efforts to create transportation systems that meet their needs.	People and materials can interact and cause change.
Lines of Inquiry	Ways we play together (Form) How we explore ideas and relationships through play (Function) Our rights and responsibilities at school (Responsibility)	Ways stories are created and presented (Form) Ideas that stories communicate (Connection) How Stories link to tradition and culture (Connection) People express their imagination in different ways (Perspective)	Features of transportation systems (how does it work?) (Form, Function) Reasons for using different types of transport (Perspective) How transport connects communities (Connection)	The ways things change (Change) The different causes of change (Causation) The effects of change (Reflection)
Concepts	Form, Function, Responsibility	Perspective, Reflection, Connection	Function, Connection, perspective	Change, Causation, Reflection
Related Concept	Relationships, Role, Rights, Values	creativity, sequence, place, character	Systems, Network, Sustainability	Growth, transformation, Impact, Consequences, Initiative
Subject Focus	PSPE, Language	Language, Arts	Social Studies, Maths	Science, Maths
Learner Profile focus	Courageous, Caring, Principled, Balanced	Communicators, Open-minded, Reflective	Balanced, Risk-taker	Inquirers, Knowledgeable, Thinkers, Caring, Reflective
Attitudes focus	Confidence, Cooperation, Empathy, Respect and Tolerance	Creativity, Confidence, Enthusiasm,	Independence, Cooperation, confidence	Curiosity, Appreciation, Commitment
Approaches to Learning	Self-Management Skills: Gross Motor, Fine Motor, Spatial Awareness, Codes of behavior Social Skills: Respecting others, Cooperating, Resolving conflict, Accepting responsibility, Group decision making and Adopting variety of roles. Communication Skills: Listening, Speaking, Non verbal communication	Communication skills: Speaking, Listening, Reading (viewing and Presenting, non-verbal communication, Writing (mark-making),, Social skills: Respecting others, Adopting variety of roles, Cooperating Self-management skills: Gross motor skills, Fine motor skills., spatial awareness	Social Skills – Cooperating, accepting responsibility Self – management skills- Informed choices, Safety, Codes of behavior	Thinking Skills: Acquisition of knowledge, Application, Social Skills: Accepting responsibilities, Cooperating, Research skills: Formulating questions, Observing, Planning, Collecting and recording data
*Note: Should be done in collaboration with K2 and K3				

The graphic features a large blue silhouette of a person's head containing a colorful word cloud of attributes. To the right is a circular logo for 'THE IB LEARNER PROFILE' with a stylized profile of a person's head.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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