



# Our Current Units



# Grade Pre-Kindergarten

## How We Organize Ourselves: Rules and Routines

September 5 - October 13

### Central Idea:

Community rules and routines are important.

### Collaborating with



PSPE



Language



Arts

### Ways to support at home:

- What are the rules at home?
- What responsibilities do I have at home?
- What are ways that I can be “mindful”?



### Lines of Inquiry:

- Mindful actions and behaviors
- Showing responsibility at school
- Following rules and routines



Principled



Thinker



Knowledgeable



### Central Idea:

People can learn to play and work together through cooperation.



PSPE



Language



Arts

### Collaborating with

### Ways to support at home:

- Discuss the importance of sharing and how to share
- Try out new toys
- Take turns when playing a new game
- Talk about toys from the past. What did mom, dad, auntie, grandma, or grandpa play with when they were 5 or years old?



### Lines of Inquiry:

- Using our imagination
- Different types of toys
- Understanding other people's preference



### Learner profiles:

Reflective



Balanced



# Grade 1

## Who We Are- Tools and Work

September 5 - October 13

### Central Idea:

Tools help us work and create things.



PSPE



Language



Arts

### Collaborating with

### Ways to support at home:

- Challenge students to think outside the box about daily tools used at home and in school.
- At home discuss how your child can be responsible. (Examples... Picking up toys, putting laundry away, helping with pets.)
- Help gather materials we can use at school to create a magnificent thing



### Lines of Inquiry:

- Tools and work (Form)
- Habits of character (Function)
- How to create a magnificent thing (Responsibility)



### Learner profiles:

Open Minded



Reflective



### Central Idea:

Schools around the world have similarities and differences, and they are all places designed for learning.



PSPE

Language

Arts

### Collaborating with

### Ways to support at home:

- Review shared links
- Discuss how school has changed over time. What was your school experience like?
- Discuss community based opportunities that support our schools



### Lines of Inquiry:

- Rules and routines within schools
- Effects of weather and location on education
- Community based problem solving



### Learner profiles:

#### Caring



#### Principled



### Central Idea:

There are many factors that create identity.



### Collaborating with

### Ways to support at home:

- Discuss the features and landmarks of your town
- Look at and use maps to navigate through your city or town
- Discuss the importance of Connecticut in the history of the United States

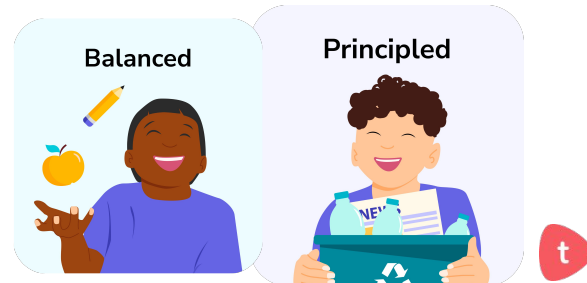


### Lines of Inquiry:

- Personal identity
- Regional identity
- National identity



### Learner profiles:



### Central Idea:

Physical, historical, and social factors contributes to one's identity.



PSPE

Language

Arts

### Collaborating with

### Ways to support at home:

- Have conversations about ways we share our culture (food, music, dance, traditions)
- Read with your students at home
- Share with your student's teacher how they demonstrate being open-minded at home



### Lines of Inquiry:

- Organizing structures
- Historical factors leading to change
- Components of culture



### Learner profiles:

Open Minded



Principled



# Grade 5

## Who We Are- Human Rights

September 5 - October 13

### Central Idea:

Human rights can look different to different people in different places.



PSPE



Language



Arts

### Collaborating with

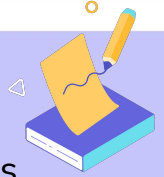
### Ways to support at home:

- Have conversations about different cultures
- Share family stories
- Define human rights as a family. What does it look like to you?
- How does your family define culture? What culture do you belong to?



### Lines of Inquiry:

- Cultural reactions to human rights (Perspective)
- The impact of human rights globally (Causation)
- Raising awareness of human rights (Responsibility)



### Learner profiles:

Open Minded



Reflective



t





## How we organize ourselves

Globalization and Sustainability

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.



## Where we are in place & time

Orientation in Space and Time

An inquiry into the 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.



## How we express ourselves

Personal & Cultural Expression

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.



## Sharing the planet

Fairness & Development

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.



## How the world works

Fairness & Development

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 and technological advances on society and on the environment



## Who we are

Identities & Relationships

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.

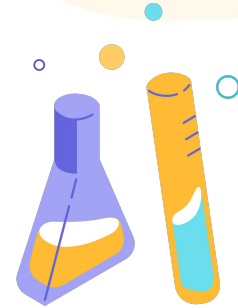
# Subjects



PSPE



Social Studies



Science



Language



Math



Arts

# IB Learner Profile

## Open Minded



I listen to other people and respect their ideas.

## Reflective



I think about my own work, I know when I've done well, and when I could have done better.

## Communicator



I can share my ideas with others in many ways, and in more than one language. I listen to others.

## Thinker



I think carefully and show initiative. I make good decisions and I'm a problem solver.

## Knowledgeable



I know about many things and I remember what I have learnt.

## Inquirer



I am curious and enjoy learning. I try to find out new things.

## Risk Taker



I have confidence to try new things. I stand up for the things I believe in.

## Caring



I care about people, plants, animals, and the Earth. I help others and I look after the environment.

## Balanced



I look after my mind and my body. I try to stay healthy and happy.

## Principled



I tell the truth and I'm fair. I share and play well with others.



# 1 in 2 PYP schools around the world ❤️ Toddle

Get your PYP teaching and learning superpower!

“Shifting to Toddle was the best decision we ever made as a school”

**Chiara Fornetti**

Technology Coordinator  
La Scuola International School



“We were earlier using multiple platforms for planning, portfolios, reports, and school-home communication. Not only has Toddle made things so much simpler, but also helped us reduce our technology spend.”

**Nita Luthria Row**

Head of Junior School,  
Bombay International  
School, India



“We’re so grateful to have used Toddle for authorization - our teachers were completely stress-free and we had all our evidence - at a click of a button.”

**Candice Combrinck**

Head of Primary,  
Dubai International  
Academy, UAE



[Let's have a chat!](#)