

TERM 1	KG1	KG2	GR1	GR2	GR3	GR4	GR5
INQUIRY	<p>Communities are made up of teams of people who have roles which serve specific purposes</p> <p>Materials have properties that can be changed and used in different ways.</p> <p>We use the scientific process to explore our world and answer questions.</p>	<p>Community members establish rules, create roles and assign responsibilities to meet their needs.</p> <p>Our needs help define who we are as humans.</p>	<p>How can we impact the future?</p> <p>An exploration of leadership and invention.</p> <p>Connecting student actions with leadership in their community.</p>	<p>Communities change over time and affect change in citizens.</p> <p>Human behavior impacts communities and the environment.</p>	<p>How can we meet our needs in a changing world?</p> <p>We are inquiring into the concept of change through investigating how the UAE and its economy evolved over time</p> <p>We are investigating the natural resources of the UAE and their impact on economic growth.</p> <p>We are exploring the concept of adaptability, in addition to what supply and demand looks like via the lens of the Solution Fluency Model.</p>	<p>Why do places thrive?</p> <p>Within this until students will explore questions such as:</p> <p>Why do people settle? Why do places change over time? What makes a place unique? How can we ensure places continue to thrive?</p>	<p>How can I use my freedom to strengthen cooperation in my community?</p> <p>Investigate the movement of matter among plants, animals, decomposers and the environment.</p>
LITERACY	<p>We use expressive and receptive language to communicate our thoughts, feelings, and ideas.</p> <p>Written print has meaning and is essential for communication.</p> <p>Words are made up of symbolic representations of sound and have meaning.</p>	<p>Stories and other texts help us learn about ourselves, our families and the world around us.</p> <p>Readers can share through illustrations, words and story retelling.</p>	<p>Stories and other texts can be shared through pictures and words.</p> <p>Narrative writing to express real experiences or events using details and appropriate sequence.</p> <p>Persuasive writing to express opinions supported by reasons.</p>	<p>Fluency and use of accurate character voice can support comprehension, analysis, and comparison of fictional texts.</p> <p>We can create engaging narratives by collaboratively editing, revising, and using technology to publish our work.</p>	<p>How can I be a great reader?</p> <p>We are inquiring into the habits and traits of lifelong readers. We are working on developing and accessing strategies to use today and everyday to comprehend and interact with texts.</p> <p>How do we craft true stories?</p> <p>We are setting strong third grade writing expectations. Within narrative writing, we are learning to place a strong emphasis on telling a true story in a sequential order, and how to include details that bring the moments to life. We are reflecting on what is going well and examining mentor text as part of our inquiry into the writing process.</p>	<p>Developing character struggles and motivations to create rich stories.</p> <p>Presenting arguments in a personal and detailed way.</p> <p>Reading for interpretation and understanding to help our thinking and vocabulary.</p>	<p>With appropriate texts, ask questions to clarify, respond to texts, discuss ideas, build stamina and explore elements of narrative texts. Building a repertoire of comprehension strategies to quote accurately from texts, determine main ideas and key ideas, understand relationships concepts and events across informational text.</p> <p>Produce clear and coherent narratives to share personal experiences using effective techniques, descriptive details and clear events and sequences.</p> <p>Building upon research skills students will draw evidence from informational text to support analysis and reflection and research, producing short research projects.</p>
NUMERACY	<p>Shapes and patterns are everywhere and help us in our environment.</p> <p>One to one correspondence and number sense are essential for fluency with numbers.</p> <p>Measuring and using data helps us make sense of the world around us.</p>	<p>Numbers 0-20 are symbols that represent a set quantity that are communicated in oral or written form.</p> <p>Simple addition and subtraction sentences are represented by using pictures, drawings and symbols.</p>	<p>Students can solve a range of complex and real-world problems using problem solving strategies and mathematical reasoning.</p> <p>Addition and subtraction with numbers to 10 can be modelled concretely, pictorially and symbolically to develop computational fluency.</p>	<p>One and two-step addition and subtraction problems with numbers to 100 can be modeled concretely, pictorially and symbolically to develop computational fluency.</p> <p>Lengths of objects can be measured, estimated, and compared using standard units.</p>	<p>Why is it important to understand that numbers have a place?</p> <p>We are practicing and learning a variety of strategies to support problem solving skills such as visual thinking.</p> <p>We are developing our understanding of place value, rounding numbers to the nearest tens and hundreds as well as adding and subtracting two and three digit numbers.</p> <p>We are developing our understanding of the properties of multiplication and solving problems with units of 2-5 and 10.</p> <p>How is multiplication related to the real world?</p> <p>We are understanding the properties of multiplication and division to solve problems with units of 1-10.</p> <p>We are determining unknown numbers in a multiplication and division equation.</p> <p>We are applying properties of operations to multiply and divide. We are studying facts to fluently multiply and divide within 100. We are investigating arithmetic patterns and explaining them using properties of operations.</p>	<p>To develop an understanding of how place value is represented in many forms, including written, expanded, digit and visual forms, and to use these forms in multi-digit addition and subtraction.</p>	<p>Number Sense: Working with numbers from the thousands to the decimal thousandths, understand what each digit represents in a multi-digit number as well the relationship amongst the digits.</p> <p>Patterns: Apply strategies to algorithms involving decimals, whole numbers and fractions.</p>
FINE ARTS	<p>How can the design element, Line, be used to create art?</p>	<p>Do we always need rules to make artworks?</p>	<p>What attitudes and behaviors support artists in their work?</p>	<p>How do we use art to represent community?</p>	<p>How can art influence my community?</p>	<p>How does my journey make me who I am?</p>	<p>How can my art impact my community positively?</p>
	<p>How do we use our voices?</p>	<p>How do we use our voices and bodies to create music and movement?</p>	<p>What does music look like?</p>	<p>How is music organized?</p>	<p>How can I interpret notes on a page to create sounds with an instrument?</p>	<p>Students will develop their unique personal voice in music and experience the power of music to communicate.</p>	<p>Students develop a working knowledge of music literacy and aesthetics</p>
PE	<p>Learning basic locomotor movements. We will also be incorporating a variety of team building and social/emotional activities to help young students learn to work together within a team.</p>	<p>Learning basic locomotor movements. We will also be incorporating a variety of team building and social/emotional activities to help young students learn to work together within a team.</p>	<p>Wide variety of activities to help build their gross motor skills and to help them improve with their individual ability to jump and hop. Parachute activities will be utilized to teach students the importance of working together and to also learn how to move in different spaces.</p>	<p>Fine tuning their gross motor skills and learning to combine locomotor and nonlocomotor movements in a variety of settings.</p>	<p>Developing basic movement sequences. Combining balancing, weight transferring skills and locomotor movements in gymnastic sequences.</p>	<p>Applying balancing, weight transferring and locomotor movements with apparatus. Applying skills to create gymnastics sequences on and off apparatus.</p>	<p>Gymnastic and movement routines that require higher amounts of coordination and creativity. They will also focus on developing a greater understanding of technique and strategy with various target games.</p>
ARABIC	<p>Our Mission:</p> <p>The Arabic language program at DAA aims to facilitate cross-cultural understanding and to aid students with becoming effective global citizens, through developing their ability to communicate and enrich their knowledge using the Arabic language.</p> <p>The Vision:</p> <p>DAA students will engage in stimulating learning experiences, whereby they will develop an appreciation for the expediency of the Arabic language and the splendor of the Arab culture.</p>						
ISLAMIC EDUCATION	<p>Our Mission:</p> <p>For the DAA community to be a beacon of knowledge and the students to become ambassadors who actively contribute. Enhancing the understanding of Islamic values and spreading the message of Islam to the world through innovative tools and their daily interactions.</p> <p>The Vision:</p> <p>To build and maintain a learning community which fosters leadership through faith, knowledge, academic excellence and inspiration. To provide our students with an environment which enables them to achieve their highest academic and social potential, founded on Islamic morals, scholastic excellence, and global digital citizenship. To facilitate innovative and engaging learning opportunities for our students which effectively integrates technology and the Future Fluencies.</p>						

TERM 2	KG1	KG2	GR1	GR2	GR3	GR4	GR5
INQUIRY	<p>How do things change?</p> <p>We are inquiring into the concept of change in both the natural and man-made world. We are learning to identify the needs of living and non-living things, as well as explore the life cycles of living things through research and investigation. We are exploring the concept of past, present, and future by investigating changes that non-living things such as cities and technology have undergone.</p>	<p>How can we explore our world?</p> <p>We are learning the purpose of having maps or globes and constructing maps of familiar places. We are discovering what different maps represent. We are discovering how we can use maps to solve problems. We are exploring where individuals are from on a map and how this influences their culture.</p> <p>How does analyzing patterns influence our decisions?</p> <p>We are inquiring into various types of weather around our world using maps to help us navigate. We are exploring the effects that weather patterns and changes have on living things. We are developing an understanding of what humans do to adapt to the changes around them.</p>	<p>How are patterns from the past used to predict the future?</p> <p>We are observing how patterns of the sun, moon, and stars can be predicted and affect our lives on Earth.</p> <p>How do needs and wants affect our daily lives?</p> <p>We are explaining how economics play a role in decision-making.</p>	<p>Why do we exchange goods and services?</p> <p>We are inquiring into the function of an economy and the social impact on its citizens. We are investigating how people make decisions to meet their wants and needs.</p> <p>How might ecosystems impact the diversity of life?</p> <p>We are inquiring into the idea that ecosystems and their inhabitants are interdependent. We are investigating the structure of plants, living things and the interconnectedness of living and non-living things.</p>	<p>How do we live where we do?</p> <p>We are inquiring into how the geographic features of the earth's surface influence the culture of various human settlements. We are exploring how maps can influence our decision of where to live, and how we utilize the environment to meet our needs.</p> <p>How does force impact motion?</p> <p>We are investigating balance, forces and motion and how they impact each other.</p> <p>We are analyzing the relationships of electric or magnetic interactions. We are using the Solution Fluency Model to design a mobile device or a simple machine.</p>	<p>What is my role in our changing planet?</p> <p>We are inquiring into the natural processes of our planet and how we impact those processes.</p> <p>How can sustainability influence city planning?</p> <p>We are inquiring into the functions and components of sustainable cities, and the necessary steps for their design, planning, and creation.</p>	<p>How can I best live in harmony with all the Earth's systems?</p> <p>We are investigating the concept of harmony by examining the earth's systems and the interdependent relationships within ecosystems. We are evaluating these interactions and generating sustainable ways/solutions in order to enhance harmony for the benefit of future generations.</p>
LITERACY	<p>How can we communicate using words?</p> <p>We are learning to identify beginning sounds of words, break words into syllables, and form upper case letters. We are practicing asking questions, retelling, and sequencing stories as well as identifying characters and setting. We are telling stories by using loose parts, drawing pictures, and writing some letters to communicate our thoughts and ideas.</p>	<p>How can we use alphabetical principals to strengthen our reading and writing?</p> <p>We are learning to use picture clues, letter sounds, and sight word knowledge to identify unknown words when reading. We are practicing segmenting and blending word parts when reading. We are learning to write the beginning, middle, and end of personal narratives. We are using sounds to write words to match our pictures.</p>	<p>How does nonfiction text features enhance our writing?</p> <p>We are writing about a topic to teach readers, using nonfiction text features.</p> <p>We are using nonfiction texts to learn about the world around us. We are studying text features to help us gain a deeper understanding of the text.</p>	<p>How do book series experts understand their characters and the author's craft?</p> <p>We are learning how book series experts understand their characters, the author's craft and how book series experts share their opinions with the world.</p> <p>How can I effectively share my writing across many stories with the same characters?</p> <p>We are learning to create different parts of a fiction story to write a book series, to revise and edit to add more complex details to our stories and use mentor text to improve our series books.</p>	<p>How can we use the text structure of expository texts to help us comprehend nonfiction?</p> <p>We are learning to read expository texts by inquiring into text structures, determining importance, finding main ideas and supporting details.</p> <p>We are digging deeper into context-specific vocabulary and learning to compare and contrast information learned across texts.</p> <p>How can we best inform our readers?</p> <p>We are learning to create expository pieces as experts. We are exploring how to elaborate using factual information from our research.</p> <p>We are using text structures such as compare and contrast, problem and solution, in addition to cause and effect to inform our readers and explain our understanding.</p>	<p>How can we influence our world through the use of language?</p> <p>We are learning to share our ideas through persuasive texts.</p> <p>How can we get more from our nonfiction reading?</p> <p>We are exploring non-fiction text structures and how they communicate a message.</p> <p>How can we communicate effectively using written text?</p> <p>We are inquiring into the various structures used in texts (ex.compare and contrast) and how they influence its message.</p>	<p>How do we investigate and validate information?</p> <p>We are continuing to write with awareness to inform others about research.</p> <p>We are continuing to be strong readers of nonfiction and an independent researcher who gathers information from various resources.</p>
NUMERACY	<p>How can we use mathematical strategies to explore our environment?</p> <p>We are exploring numbers to 15. Students are investigating and using non-standard measurement to identify an objects' length, weight, and height. We are inquiring into 2D and 3D shapes as well as their attributes</p>	<p>How does our choice of tools affect our ability to problem solve?</p> <p>We are learning to compare and analyze the length, weight and volume of objects. We are exploring the different measurable attributes of items in our world.</p> <p>How do we use addition to solve problems?</p> <p>We are solving real-world problems by applying various addition strategies.</p>	<p>How do mathematical patterns influence our daily lives?</p> <p>We are solving a range of complex and real-world problems using mathematical reasoning and problem-solving strategies.</p> <p>We are applying place value knowledge and properties of operations to add and subtract, as well as compare numbers based on the value of the tens and ones digits.</p> <p>We are investigating length by comparing, ordering and measuring with non-standard units. We are inquiring into graphing by organizing, representing, and interpreting data.</p>	<p>How can I use numeracy to connect to the real world?</p> <p>We are learning to apply strategies to solve and create more complex, multi-step addition and subtraction problems</p> <p>How can I represent data that I have collected to explain what I have learned?</p> <p>We are learning about collecting, reading and analyzing gathered data. We are using the data to create different representations of information for others to read and make meaning.</p>	<p>How does understanding area and perimeter contribute to the world around us?</p> <p>We are investigating measurement by recognizing area as an attribute of plane figures.</p> <p>We are solving and investigating real world problems involving measurement of area and perimeter using multiplication and division.</p> <p>How does measurement play a role in my daily life?</p> <p>We are exploring how time is written and represented in different formats and using our understanding to solve word problems involving time.</p> <p>We are measuring and estimating volume or mass.</p> <p>We are exploring and understanding the different tools and ways used to measure length most accurately.</p>	<p>How can we utilize multiplication and division to solve real-world problems?</p> <p>We are inquiring into the strategies and models used when multiplying and dividing.</p>	<p>How do I use my schema to enhance reasoning?</p> <p>We are investigating extending previous understandings of the four operations to solve problems with fractions in real-world and mathematical contexts.</p> <p>Why do we use different units of measure?</p> <p>We are investigating place values when making metric conversions and extend these understandings to convert units within the customary system.</p>
FINE ARTS	<p>How do artists use their understanding of line to help them create?</p> <p>After our investigation into types of lines students begin to explore how tools can be used to create lines and then how lines become shapes. Shapes then become artworks and we continue to explore this topic as we create different artworks.</p>	<p>How does an artist use shapes and colors from the world around them?</p> <p>We are beginning to explore basic artistic patterns and how this element of art connects the previous elements of line, shape and color together.</p> <p>We will use and find examples of shapes, colors and patterns from plants, nature and animals.</p>	<p>How do I see a Masterpiece?</p> <p>We are inquiring into some of the world's most famous artworks across artistic styles and periods. Students will develop their artistic eye through close study and interpretation of the artwork and artist of their choice.</p>	<p>What is the purpose of line in Art?</p> <p>We are looking deeply at the ways in which an artist uses line to create shape, pattern and texture in the artwork they create. This mix of the elements and principles of art will combine to create an artwork.</p>	<p>How does an artist show a story?</p> <p>During this unit students explore artistic professions such as that of an illustrator. Students will look at different types of stories from nursery rhymes, poetry and fiction texts to explore how artists are able to show a story through art. Students will also review the elements of landscapes/scenery and how it can play a role in illustration. Students will also learn how to draw people from different angles and with different emotions to create their own illustrations to a story.</p>	<p>How does an artist bring a story to life?</p> <p>Students will look at different ways to bring a story to life using a digital format. The artist will explore using materials and objects in the physical world before capturing them in the digital form. Through a combination of physical artwork, photography and then digital skills students will pass along a process that allows them to create a 'narrative' and bring their art to life through the art of stop motion</p>	<p>How can math help create art?</p> <p>We are researching how mathematical approaches can help create art. The use of shape, size, proportion, angles, symmetry and rotation are all very important to an artist and is evident in famous pieces of art across the world. Research will identify patterns and formulas which students will then apply when creating their own artwork.</p>
	<p>How can I show high and low?</p> <p>We are inquiring about many of the opposites in music, including loud and soft, high and low, and this term, we are taking a special focus on the opposites "high and low," which are two descriptive words of Pitch.</p>	<p>How can I show high and low?</p> <p>We are inquiring about many of the opposites in music, including loud and soft, fast, medium, and slow, and this term, we are taking a special focus on the opposites "high, middle, and low," which are three descriptive words of Pitch.</p>	<p>How can I use my voice in different ways?</p> <p>We are inquiring about many of the opposites in music, including fast and slow, loud and quiet, and high and low, and this term, we are taking a special focus on using our bodies and voices to show these musical opposites.</p>	<p>How can I use my voice in different ways?</p> <p>We are inquiring about the different time periods in Music History, with a special focus on the Baroque period.</p>	<p>How do I know what to listen for in music?</p> <p>We are inquiring about the different time periods in Music History, with a special focus on the Classical period.</p>	<p>How do I know what to listen for in music?</p> <p>We are learning how to play the recorder.</p>	<p>How do I know what to listen for in music?</p> <p>We are inquiring about the different time periods in Music History, with a special focus on the Modern period, with an extra emphasis on the Jazz style of Music.</p>
PE	<p>Why should we move our bodies?</p> <p>We are inquiring how and why we move our bodies and learning different ways to achieve results as we learn to catch, throw, volley and strike.</p>	<p>Why should we move our bodies?</p> <p>We are inquiring into how and why we move our bodies. We are exploring movement through different ways to achieve results as we learn to catch, throw, volley and strike.</p>	<p>How can we move effectively and efficiently?</p> <p>We are inquiring into how we can move our bodies effectively and efficiently while developing our catching, throwing, volleying and striking skills.</p>	<p>What makes physical activity meaningful?</p> <p>We are inquiring into why physical activity is meaningful and necessary. We are exploring this through activities that involve catching, throwing, volleying and striking using both group games and individual challenges throughout the units.</p>	<p>What role does cooperation play in physical activities/sports?</p> <p>We are investigating how and why cooperation plays a part in the activities and sports we participate in. Using catching, throwing, volleying and striking skills we are exploring how we can use cooperation to our advantage.</p>	<p>What is healthy competition?</p> <p>We are investigating the concept of competition and how it can be healthy and unhealthy. Throughout this term, we are participating in activities and group games that incorporate catching, throwing, volleying and striking.</p>	<p>How do personal and social behavioral expectations impact physical settings?</p> <p>We are researching what personal and social behaviors are acceptable and unacceptable within physical settings. We are inquiring into the impacts of such expectations through engaging in activities and group games that involve catching, throwing, volleying and striking.</p>
ARABIC	<p>Helping our young learners to demonstrate their phonemic awareness, through identifying the Alphabet letters and sounds as well as reading letters with short sounds. Enhancing motor skills using dot to dot tracing Arabic alphabet letters and creating letters using various manipulatives.</p>	<p>Phonemic awareness of the Arabic Alphabet letters help our young readers to sound out Arabic words. Written print, practicing writing Arabic alphabet letters using pencil, playdough and various objects to create Arabic Alphabet letters.</p>	<p>Inquiring into the benefits of learning the Arabic language, the alphabet and working on reading and writing new words. Students will work towards communicating aspects about their world through conversational Arabic as well as through writing their name, the date and days of the week. They will inquire into topics such as favorite foods, body parts in addition to commonly used Arabic words and phrases.</p>	<p>Increasing language proficiency through inquiring into various topics such as my family and my house with the aim of increasing their vocabulary, in order to enhance their ability to express themselves through spoken and written Arabic.</p>	<p>Accessing language found in the environment and analyzing the purpose for which it was produced. Analyzing information obtained from various media and learning to create simple purposeful writing pieces. Students will investigate the 4 seasons and my city and use newly acquired vocabulary words and phrases to recount personal experiences and to communicate with others.</p>	<p>Using proficiency in Arabic to develop a better understanding of the world around us through inquiring into current events and the news. Students will use their written Arabic skills to communicate their thoughts and opinions about their favorite restaurants and foods as well as exploring famous dishes around the world in Arabic language.</p>	<p>Developing a deeper understanding of the usefulness of language learning. Students will use their knowledge of the Arabic language to enjoy reading narrative texts, engage in various forums of interest to express their opinions about their favorite celebrities or inspirational people, and discover the famous landmarks in UAE as well as the tourism around the world.</p>
ISLAMIC EDUCATION			<p>Through inquiry, students will be able to recognize that Allah is the great creator. Students will understand the purpose and the advantages of each of the pillars of Islam. They will inquire into the manners & etiquettes of Muslims such as cleanliness, respect, and tolerance. Students will value the importance of family through studying the life of the Prophet (PBUH).</p>	<p>Students will investigate the origin and reasons behind Islamic values, and manners. They will engage in activities where they demonstrate them through their interactions, and attitudes. Students will inquire into the importance of the prayers and how to perform them. They will reflect on the virtue of reciting the Holy Quran and learning about the Prophets.</p>	<p>Students will inquire into the believer's attitude and how to express kindness towards others. Students will engage in activities where they demonstrate the importance of learning about the Islamic Beliefs. They will investigate and demonstrate the importance of prayer, as well as the positive impact of tolerance through studying the Prophets (PBUH) stories.</p>	<p>Students will be able to identify exemplary behaviors such as respecting, and being kind to others. They will understand that when they exhibit such behaviors, it is considered a form of worship to Allah. They will investigate the importance of prayers. As Muslims, they will inquire into the importance of research and scientific thinking. Students will reflect on the positive impact of patience through studying the life of the Prophet (PBUH).</p>	<p>Students will inquire into the virtue of courage. They will investigate the benefits of maintaining good Islamic morals, as well as supporting human rights. Students will investigate the valuable contributions of the United Arab Emirates, in addressing issues of importance to Islam and Muslims. They will inquire into how the country is leading the Arab nations in serving humanity, and expressing kindness through compassion, words, and deeds.</p>

TERM 3	KG1	KG2	GR1	GR2	GR3	GR4	GR5
INQUIRY	<p>How do we change our world?</p> <p>We are investigating various environmental issues and identifying ways through which humans can negatively or positively impact natural resources. Students will design an invention to help solve the problem of an environmental issue or create communication that helps convince others to make a more positive impact on the environment.</p>	<p>How does analyzing patterns influence our decisions?</p> <p>We are inquiring into various types of weather around our world. We are exploring the effects that weather patterns and changes have on living things. We are developing an understanding of what animals and humans do in order to adapt to the changes around them.</p> <p>How does the way we live affect the environment?</p> <p>We are inquiring into where plants and animals live. We are exploring how humans have an impact on the world around them. We are developing an understanding of how certain characteristics of plants and animals help them to survive.</p>	<p>How can living things survive?</p> <p>We are applying knowledge of mapping to identify the environmental characteristics and living things found in different places.</p> <p>We are exploring how characteristics of living things help them to solve a variety of problems within their environment. We are identifying different ways humans have been inspired by nature to create solutions for challenges.</p>	<p>How can states of matter be impacted by properties and behaviors?</p> <p>We are inquiring into the properties of matter, how it changes and its uses. We will investigate how everything is matter and matter is everywhere.</p> <p>How matter can be manipulated (changes can be caused and can be both reversible and irreversible)?</p> <p>How matter has different observable states, properties and can be used for different purposes.</p>	<p>How do people organize themselves in communities?</p> <p>We are inquiring into why we need organization in our world by investigating how organizations/countries work together to help make a community function and set laws. We are exploring the different forms of government in our world, while focusing on how democratic governments function.</p> <p>How does climate influence our choices?</p> <p>We are inquiring into extreme weather conditions and climate regions.</p> <p>We are investigating and designing solutions for weather-related hazards as well as the geographical phenomena impacting weather.</p>	<p>How does energy influence life?</p> <p>We are exploring the different forms of energy and using the design process and scientific method to create our own experiments.</p> <p>Can innovation impact our changing world?</p> <p>We are inquiring into entrepreneurialism, understanding how innovation plays a role in our society. Students will learn about the essentials for successful businesses as well as the creative process.</p>	<p>How does earth interact with the universe?</p> <p>We are examining how the earth's distance from the sun and stars affect how we see things in space, how the rotation of the Earth affects seasons and the effect of gravity.</p> <p>How does the global distribution of resources direct human decision making?</p> <p>We are inquiring into the global distribution of resources that move industries and how it relates to consumption choices.</p>
LITERACY	<p>How can we express ourselves using spoken and written words?</p> <p>We are forming lowercase letters and writing stories using beginning and ending sounds to represent words. We are composing stories across pages, in addition to exploring and using rhyming words. We are listening to letter sounds, and discussing and connecting with characters in the books we read.</p>	<p>How does what we read help me plan and write effectively?</p> <p>We are learning to identify the differences between fiction and non-fiction texts. We are practicing strategies to find answers to questions relating to the text we are reading. We are developing an understanding of how to make connections with the stories we hear and read.</p> <p>We are learning to use prior knowledge and research to write all we know about a topic. We are practicing writing a beginning, middle and ending to our stories. We are developing an understanding of the importance of organized writing in order to teach others about a topic. How do our choices of strategies influence our understanding?</p> <p>We are learning to use strategies to read challenging books. We are practicing decoding words to read stories fluently. We are understanding how to reread text to bring them to life.</p> <p>We are learning to state an opinion about various topics of interest. We will practice ways to convince our readers by providing reasons for our opinions. We are developing an understanding of how writing can be used to solve everyday problems.</p>	<p>How does what we read, influence how we should read it?</p> <p>We are continuing to apply a variety of reading strategies to comprehend a range of texts.</p> <p>How can different forms of writing affect our opinion?</p> <p>We are using persuasive writing to express opinions supported by reasons.</p> <p>What makes writing worth reading and why should we do it?</p> <p>We are composing realistic fiction stories with problems and solutions, that include invented characters.</p>	<p>How can reading and analyzing poetry help me write my own poems?</p> <p>We are learning to read and write different kinds of poetry. We will look at the different parts of poetry and using the different forms to write our own poems.</p> <p>How can I write reports based on our inquiry unit?</p> <p>How can I research different topics and collect important information effectively?</p> <p>We are learning how to write lab reports that connect to our Inquiry unit. We will be researching these different topics through non-fiction reading groups.</p>	<p>How can we use what we know about characters to find the big idea of a story?</p> <p>We are learning to analyze characters by digging deeper and understanding what motivates characters. We are developing our narrative reading skills by learning about the big lessons that characters learn in our books. We are learning to infer more about the characters in our books by thinking about what the characters are doing, saying and feeling.</p> <p>How can we best persuade our readers?</p> <p>We are learning to make convincing arguments in a persuasive piece. We will select topics that we feel passionate about and use research techniques to persuade our audience to feel a certain way or to take action in supporting our theories.</p>	<p>How can we become stronger readers?</p> <p>We are learning to apply strategies that effective readers use for difficult text including theme, point of view, and agency.</p> <p>How can we communicate effectively using written text?</p> <p>We are inquiring into the various structures used in informational texts (ex. compare and contrast), to effectively share our information with others.</p> <p>How does poetry portray meaning?</p> <p>We are exploring the difference between poetry, prose and drama and recognizing the structural elements from each. We are reading and writing poetry.</p>	<p>How do authors use language and structure to persuade others?</p> <p>We are challenging ourselves to read into the way authors organize their thoughts.</p> <p>We are understanding how to identify an argument in various ways.</p> <p>How do readers immerse themselves in the complex genre of fantasy?</p> <p>How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made—especially thinking about symbolism, allusion and craft?</p> <p>What will my strategies and goals be that help me to make sense of multiple plot lines, layered characters, complex themes?</p> <p>How can we use writing to hold onto our history?</p> <p>Why is it important to express a personal memory?</p> <p>What are the parts of an effective memoir?</p> <p>What are the similarities between memoirs, expository texts and storytelling?</p>
NUMERACY	<p>What are the different relationships between numbers?</p> <p>We are exploring and writing numbers to 20. We are practicing how to compose and decompose numbers using manipulatives in addition to solving simple addition and subtraction problems. We are comparing numbers by using mathematical vocabulary such as more than, less than, and equal to.</p>	<p>How can we describe our world using shapes?</p> <p>We are learning to identify, compose and analyze 2-D (flat) and 3-D (solid) shapes. We are exploring how shapes resemble objects in our environment. We are developing an understanding of how 2-D and 3-D shapes are alike and different.</p> <p>How can our representation of numbers help us make meaning of our world?</p> <p>We are learning to show, count and write ten numbers in various ways. We are practicing counting to 100 by tens and ones. We are understanding that ten numbers consist of a unit of tens and some more ones.</p>	<p>How can I use mathematical strategies to solve real problems?</p> <p>We are solving a range of complex and real-world problems using problem solving strategies and mathematical reasoning. We are identifying, partition, and compose 2D and 3D shapes.</p> <p>We are learning to tell time to the hour and half hour, using an analog and a digital clock. We are applying place value understanding and fact fluency skills in order to add and subtract within 120.</p>	<p>How can I tell time using different clocks? How does the clock tell me about how time elapses?</p> <p>We will be learning to tell time using different forms of clocks and using clocks to explain elapsed time.</p> <p>How are addition and subtraction related to multiplication and division?</p> <p>We are learning the foundations of multiplication and division related to addition and subtraction to allow for the development of these skills.</p> <p>How can shapes help me learn about fractions?</p> <p>We are learning about how shapes can be 2D and 3D and how they fit together. We are also learning how to break shapes into equal parts to begin developing our understandings of fractions.</p>	<p>How do we use fractions in our lives?</p> <p>We are discovering that shapes have different attributes that put them into groups.</p> <p>We are expressing partitioned shapes as fractions of a whole. We are representing fractions with multiple models.</p> <p>We are explaining equivalence of fractions. We are comparing fractions by reasoning about their size.</p> <p>How can data be meaningful?</p> <p>We are representing data with different graphs. We are learning to analyze our data.</p>	<p>How can we analyze the shapes around us?</p> <p>We are inquiring into the properties of lines, angles and 2-D shapes.</p> <p>How can we use numbers to communicate?</p> <p>We are inquiring into various representations of numbers through fractions and decimals and how they relate and interact with each other.</p>	<p>How can I apply and extend previous understandings of the four operations to solve problems with fractions in real-world and mathematical contexts?</p> <p>How can I combine their knowledge of area and multiplication of whole numbers and fractions to find the volume of rectangular prisms. They will be able to identify specific quadrilaterals by reasoning about their attributes?</p> <p>How can I solve problems using a coordinate plane by analyzing and plotting various ordered pairs to create and reflect shapes?</p>
FINE ARTS	<p>How do artists use their senses to help them create?</p> <p>We are inquiring into painting and art making using our senses and equipment other than brushes. Texture, shapes and lines are created and explored through a variety of themes and provocations for sight and touch.</p>	<p>Do we always need rules to make artworks?</p> <p>We are exploring abstract style artworks through the work of Wassily Kandinsky, Piet Mondrian and Joan Miro. Students begin to explore how artists make, break and follow artistic rules. Color, Line and Shape are the elements of Art that are challenged and used during the creation of their own artwork.</p>	<p>How can I best represent my face as an artist?</p> <p>We are designing self-portraits that best represent and show who we are. The final unit of the year encourages students to make personal choices about how best to show themselves through an artistic style, process and their own choice of materials.</p>	<p>How can colors change?</p> <p>We are inquiring about tint and shades of colors. Students will explore how a color changes when adding white or black to a color. The final projects students will use their knowledge of color mixing to create a project using tint and shades of a color.</p>	<p>How do I see the world around me?</p> <p>Artists will focus their study on old and new Dubai. They will explore the ways in which an artist captures a moment in time for ever through the artwork they create.</p>	<p>How do I see myself as an artist?</p> <p>We are designing a self portrait that best represents us. Students will research different styles, artistic periods and media to develop a final piece that best represents them through the choices they have made.</p> <p>Each portrait will be a representation of how the creator feels about themselves, their personality or talents.</p>	<p>How do artists demonstrate their knowledge of art?</p> <p>We are inquiring into how an artist uses their art knowledge to create a project. Students will chosen media, style and material. This unit allows students to design, review, reflect and then develop an artwork that was considered and crafted to the best of their ability.</p>
	<p>How can I connect, respond, create, and perform to music?</p> <p>We are learning to experience music through connecting, responding, creating, and performing.</p> <p>We are exploring music and instruments from around the world. We are learning about musical stories. We are learning to track long and short sounds using patterns.</p>	<p>How can I perform music?</p> <p>We will be experiencing Music through form, ensemble, and in practice.</p> <p>We are learning to identify instruments from the four instrument families. We are learning to track long, short, and silent sounds using patterns.</p>	<p>How can I perform music?</p> <p>We will be experiencing Music through form, ensemble, and in practice.</p> <p>We will experience written literature in the Music classroom through Theatre pieces, monologues, and by simply adding music to stories and poetry. We will also create soundscape patterns for stories and rhymes.</p>	<p>How can I perform music?</p> <p>We will be experiencing Music through form, ensemble, and in practice.</p> <p>We will experience written literature in the Music classroom through Theatre pieces, monologues, and by simply adding music to stories and poetry. We will also choose instrument sounds for animals, story characters, story events, etc.</p>	<p>How do I create music? How do I become a better musical performer?</p> <p>We are learning to experience music through listening, creating and performing.</p> <p>We are exploring in fine detail about instrument families, discussing Timbre, Tone quality, and Sound Production, and what makes each instrument family unique.</p>	<p>How do I create music? How do I become a better musical performer?</p> <p>We are learning to experience music through listening, creating and performing.</p> <p>We are continuing to learn the mechanics and proper technique of playing the recorder. We are learning how to improvise a rhythm on the recorder using one of the notes; B, A, and G.</p>	<p>How do I perform music? How do I become a better musical performer?</p> <p>We are learning to experience music through listening, creating and performing.</p> <p>We are beginning to learn how to perform correct fingerings and playing techniques on the ukulele. We are learning to read, notate, and perform open string notes on the Ukulele.</p>
PE	<p>How do I/we get better?</p> <p>We are connecting movement and effort to make plans on how to get better at tasks and activities as individuals and as a team.</p>	<p>How do I/we get better?</p> <p>We are connecting movement and effort to make plans on how to get better at tasks and activities as individuals and as a team.</p>	<p>How will physical activity help us now and in the future?</p> <p>We are inquiring into how the physical activities we participate in our communities will help us presently and in the future. We will examine health and personal fitness to help us determine how physical activity helps us.</p>	<p>How will physical activity help us now and in the future?</p> <p>We are inquiring into how the physical activities we participate in our communities will help us presently and in the future. We will examine health and personal fitness to help us determine how physical activity helps us.</p>	<p>How do your choices of physical activities and food affect your fitness levels and health goals?</p> <p>We are discovering how our choices of physical activity and the food we eat affect our fitness and health goals. As we navigate through health and personal fitness unit we will be able to identify personal fitness and health goals.</p>	<p>How do your choices of physical activities and food affect your fitness levels and health goals?</p> <p>We are discovering how our choices of physical activity and the food we eat affect our fitness and health goals. As we navigate through health and personal fitness unit we will be able to identify personal fitness and health goals.</p>	<p>How do your choices of physical activities and food affect your fitness levels and health goals?</p> <p>We are discovering how our choices of physical activity and the food we eat affect our fitness and health goals. As we navigate through health and personal fitness unit we will be able to identify personal fitness and health goals.</p>
ARABIC	<p>Students are exploring vocabulary about things around us, such as food and animals through stories and songs.</p> <p>Students are enhancing their fine motor skills using playdough letter formation, in addition to creating letters using various objects such as pasta, rice, sand, etc.</p>	<p>Students are developing phonemic awareness of the Arabic letters and building Arabic words by combining sounds and the use of verbs to create simple sentences about things around us through songs and stories. Students are continuing practicing the formation of Arabic letters using playdough and various objects such as rice, pasta, etc.</p>	<p>Students are inquiring into the benefits of learning the Arabic language, working on the grammar aspect in the language, using demonstrative pronouns to describe feminine and masculine words and colors. Students are working towards describing human body parts using colors and adjectives in Arabic, and describe their favorite animals through conversational Arabic as well as through writing their words and phrases that they have learned, using visual stimuli such as pictures, maps, or drawings.</p>	<p>Students are increasing language proficiency through inquiring into various topics such as healthy food with the aim of increasing their vocabulary, in order to enhance their ability to distinguish between different types of food through spoken and written Arabic skills.</p>	<p>Students are analyzing information obtained from various media and learning to create simple purposeful writing pieces. Students are writing about the city and different places in UAE. They are using newly acquired vocabulary words and phrases to recount personal experiences and to communicate with others.</p>	<p>Students are using proficiency in Arabic to develop a better understanding of the world around us through inquiring into current events. Students are using their Arabic writing skills to communicate about their spare time and how to spend it in a useful way. They are engaging in activities where they speak and write about different interesting and favorite hobbies.</p>	<p>Students are using their written Arabic for real-world purposes such as communicating with friends and relatives by writing an invitation to a friend. The students are able to design an advertisement for some products or places. Students are using present, future, and past tense to communicate in both skills, speaking and writing.</p>
ISLAMIC EDUCATION			<p>How can we express our gratitude for Allah through our behaviors and religious practices?</p> <p>We will welcome Ramadan by having conversations about the importance of this month to Muslims and discuss ways to have a successful month of Ramadan. We will understand the purposes and advantages of the pillars of faith and how to implement its practices in our day to day lives. We will discuss Muslim role models and discuss their characteristics and ways to implement their good qualities.</p>	<p>Why do we have Islamic values and how can we use them to improve our life?</p> <p>We will welcome Ramadan by having conversations about the importance of this month to Muslims and the importance of Laylatul Qadr. We will discuss the importance of the Quran and its importance in Ramadan. We will engage in activities where we demonstrate our understanding of how to implement good deeds during Ramadan. We will discuss the important role Prophet Muhammad plays to Muslim and the importance of choosing him as our role model.</p>	<p>What do we benefit from co-operating with our community of believers and how can we express appreciation to its members?</p> <p>We will welcome Ramadan by having conversations about the importance of this month to Muslims. We will inquire into the benefits of taking care of the poor and needy. We will infer the value of cooperation. We will engage in activities where we demonstrate the importance of learning the characteristics of a Muslim and the importance of a Muslim having a positive impact on the people around him.</p>	<p>How does seeking knowledge help us become better believers and improve our daily interactions?</p> <p>We will welcome Ramadan by having conversations about the importance of this month to Muslims and discussing the rulings around it. We will be able to identify exemplary behaviors when dealing with others through looking at the Prophet Muhammad's life story as an inspiration. We will look at his time in Makkah and in Madinah to find inspiration on how to lead an exemplary lifestyle.</p>	<p>How does being a good citizen link to being a good Muslim?</p> <p>We will welcome Ramadan by having conversations about the importance of this month to Muslims and discussing the rulings around it. We will inquire into the virtue of courage through looking at the story of Omar bin Al Khattab and drawing lessons from his life. We will investigate the benefits of ensuring intentions are good in order to maintain good Islamic morals and receive rewards from Allah. We will investigate the valuable contributions of the United Arab Emirates, in addressing issues of importance to Islam and Muslims. We will inquire into how the country is leading other Arab nations in serving humanity, and expressing kindness through compassion, words and deeds.</p>