

Who We Are <i>An inquiry into the nature of 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. Body Systems work together for healthy life</i>	Where We are in Place and Time <i>An inquiry into 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.</i>	How We Express Ourselves <i>An inquiry into the ways in which we discover and express ideas, feeling, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>	How the World Works <i>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 the environment.</i>	How We Organize Ourselves <i>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.</i>	Sharing the Planet <i>An inquiry into the 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.</i>
<p>5th</p> <p>Central Idea: Organisms sustain live through interdependent systems.</p> <p>Lines of Inquiry: What are the needs of all living things? What are the structures and functions circulatory, respiratory, digestive & excretory systems? How life is sustained?</p> <p>Key Concepts: Form/Function/Connection</p> <p>Transdisciplinary Skills: Research, Self-Management</p> <p>Learner Profile Attributes: Inquirer, Knowledgeable, Balanced</p>	<p>5th</p> <p>Central Idea: <i>Exploration may lead to new ideas, innovations, or social change</i></p> <p>Lines of Inquiry: Motivation of early explorers Change in global perspective or innovations Advantages or disadvantages of exploration</p> <p>Key Concepts: Perspective/ Change</p> <p>Transdisciplinary Skills: Research skills/ Thinking skills</p> <p>Learner Profile Attributes: Thinker/ Risk-taker/ Openminded</p>	<p>5th</p> <p>Central Idea: <i>Social influence and persuasion shape ideas, attitudes and behavior.</i></p> <p>Lines of Inquiry: How people select words, images, and sounds to others? How persuasion shape and changes society? How to be an informed decision maker?</p> <p>Key Concepts: Function/ Causation/ Perspective</p> <p>Transdisciplinary Skills: Communication skills/ Thinking skills</p> <p>Learner Profile Attributes: Thinker/ Communicator/Openminded</p>	<p>5th</p> <p>Central Idea: <i>How people across the globe adapt to various weather and climatic conditions.</i></p> <p>Lines of Inquiry:</p> <p>Key Concepts:</p> <p>Transdisciplinary Skills:</p> <p>Learner Profile Attributes:</p>	<p>5th</p> <p>Central Idea: <i>People have the power to negotiate change.</i></p> <p>Lines of Inquiry: Types of government Why and how people bring about changes in government Duties of a citizen</p> <p>Key Concepts:</p> <p>Transdisciplinary Skills:</p> <p>Learner Profile Attributes:</p>	<p>5th</p> <p>Central Idea: <i>Change is created when an ignored population is forced into action.</i></p> <p>Lines of Inquiry: The difference between a war, coup, rebellion, invasion, protest, and dissent Populations that have revolted (Am., French, Haitian) Similarities in Revolutions Events/causes that led up to the revolution Revolutionary leaders</p> <p>Key Concepts: Reflection/Responsibility/ Causation</p> <p>Transdisciplinary Skills: Social skills/ Communication skills</p> <p>Learner Profile Attributes: Risk-Takers/ Communicators/Principled</p>
<p>4th</p> <p>Central Idea: <i>A balance between factors such as nutrition, exercise and routines contributes to human health.</i></p> <p>Lines of Inquiry: Identify what we ingest & how we use our time. Individual case studies of our choices & health Document changes in choices and outcomes.</p> <p>Key Concepts: Change/Responsibility/ Reflection</p> <p>Transdisciplinary Skills: Thinking skills/ self-management skills</p> <p>Learner Profile Attributes: balanced/reflective</p>	<p>4th</p> <p>Central Idea: <i>Migrations may transform social, political and economic systems.</i></p> <p>Lines of Inquiry: The impetus of migration (forced/unforced) The impact of immigrants on the indigenous population and/or established communities The change in societies resulting from immigration</p> <p>Key Concepts: Causation/ Change/ Perspective</p> <p>Transdisciplinary Skills: Social skills/ research skills</p> <p>Learner Profile Attributes: Open-minded/ Communicator</p>	<p>4th</p> <p>Central Idea: <i>Sharing beliefs and values through cultural literature.</i></p> <p>Lines of Inquiry: Experience a variety of genres and authors Compare and contrast traditional literature from different cultures Explore the history and art of writing</p> <p>Key Concepts: Form/ Change/Causation</p> <p>Transdisciplinary Skills: Communication/Social Skills</p> <p>Learner Profile Attributes: Risk-taker/Thinker</p>	<p>4th</p> <p>Central Idea: <i>All life is interdependent & interacts with the environment.</i></p> <p>Lines of Inquiry: Identify components of various ecosystems Discuss similarities and differences between ecosystems Events that affect the balance of an ecosystem.</p> <p>Key Concepts: Form/Connection/Responsibility</p> <p>Transdisciplinary Skills: Self-management skills/research skills</p> <p>Learner Profile Attributes: Knowledgeable/ Caring/ Reflective</p>	<p>4th</p> <p>Central Idea: <i>People have different perspectives Governments impacts various groups in different ways</i></p> <p>Lines of Inquiry: Identify the structural elements of different forms of government Identify roles within different forms of government Compare and reflect on the advantages and disadvantages of various forms of government</p> <p>Key Concepts: Form/Function/Reflection</p> <p>Transdisciplinary Skills: Thinking Skills/ Communication Skills/Research Skills</p> <p>Learner Profile Attributes: Open-minded/ knowledgeable/thinker</p>	<p>4th</p> <p>Central Idea: <i>Energy Fuels Conflict</i></p> <p>Lines of Inquiry: Investigate forms of energy and sources Explore rights & responsibilities that come with ownership, production, and use of energy Explore conflicts resulting from allocations of limited resources</p> <p>Key Concepts: Form/Connection/Responsibility</p> <p>Transdisciplinary Skills: Thinking Skills/Social Skills/Research Skills</p> <p>Learner Profile Attributes: Inquirer/Open-minded</p>
<p>3rd</p> <p>Central Idea: <i>Poetry is a form of self-expression.</i></p> <p>Lines of Inquiry: What is a poem Interpretation of poetry Similarities and differences between poetry How Poetry is a form of personal expression and perspective</p> <p>Key Concepts: form/prospective/ connection</p> <p>Transdisciplinary Skills: Communication skills/ thinking skills</p> <p>Learner Profile Attributes: communicator/ reflective/open-minded</p>	<p>3rd</p> <p>Central Idea: <i>Communities thrive when leaders and citizens work together</i></p> <p>Lines of Inquiry: Qualities of an effective leader Rights and responsibilities of citizens Rules and laws</p> <p>Key Concepts: Causation/responsibility/reflection</p> <p>Transdisciplinary Skills: Social skills/ Communication skills/ Research skills</p> <p>Learner Profile Attributes: Risk-taker, principled, communicator</p>	<p>3rd</p> <p>Central Idea: <i>Storytelling is a way to express personal and cultural beliefs.</i></p> <p>Lines of Inquiry: Interpretation & understanding of different cultures through storytelling Components for writing structure of tales Common themes of literature connect cultures</p> <p>Key Concepts: Form/Reflection/Perspective/ Connection</p> <p>Transdisciplinary Skills: Communication skills/ Research skills/Critical thinking skills</p> <p>Learner Profile Attributes: Thinker/ Communicator</p>	<p>3rd</p> <p>Central Idea: <i>Objects move in space move in regular and predictable patterns that can be recorded and analyzed.</i></p> <p>Lines of Inquiry: Solar System and galaxies/universe Movement of objects that are part of the solar system. Constellations</p> <p>Key Concepts: Causation/Change/ Connection</p> <p>Transdisciplinary Skills: Thinking/ Communication/Research/</p> <p>Profile Attributes: Knowledgeable, inquirer, and reflective.</p>	<p>3rd</p> <p>Central Idea: <i>The exchange of good and services drive economic systems.</i></p> <p>Lines of Inquiry: Production of goods and services Exchange of goods and services Economic choices</p> <p>Key Concepts: Form/Function/Causation</p> <p>Transdisciplinary Skills: Self-management skills/ Social skills/ Thinking skills</p> <p>Learner Profile Attributes: Principled/ Balanced</p>	<p>3rd</p> <p>Central Idea: <i>Survival depends on how we adapt.</i></p> <p>Lines of Inquiry: Different habitats Locations of habitats around the world Connections between habitats and adaptations How habitats are affected by human interference How humans can work to protect habitats</p> <p>Key Concepts: Form/Function/ Connection/ Responsibility</p> <p>Transdisciplinary Skills: Thinking skills/ self-management skills</p> <p>Learner Profile Attributes: Caring/ Reflective</p>
<p>2nd</p> <p>Central Idea: <i>Resolving conflict peacefully leads to a better world.</i></p> <p>Lines of Inquiry: Causes of conflict Friendship dynamics Conflict resolutions</p> <p>Key Concepts: Perspective/Causation</p> <p>Transdisciplinary Skills: Social skills/ communication skills</p> <p>Learner Profile Attributes: Caring, Reflective, open-minded</p>	<p>2nd</p> <p>Central Idea: <i>Cartographers represent their discoveries through graphics and their records may lead to new understandings.</i></p> <p>Lines of Inquiry: Maps changed over time. Reading and using maps. There are different kinds of maps.</p> <p>Key Concepts: Form, Change, Perspective</p> <p>Transdisciplinary skills: Research skills/Thinking skills</p> <p>Learner Profile Attributes: Knowledgeable/ Thinker/ Communicator</p>	<p>2nd</p> <p>Central Idea: <i>Performances are a way of expressions and enjoyment for both actors and audience.</i></p> <p>Lines of Inquiry: Creating a good performance Performances around the world Difference type of performances</p> <p>Key Concepts: Reflection and Perspective</p> <p>Transdisciplinary Skills: Communication/ Self-management</p> <p>Learner Profile Attributes: Risk-Taker/ Communication/ Reflective</p>	<p>2nd</p> <p>Central Idea: <i>Living things have predictable life cycles characterized by physical changes.</i></p> <p>Lines of Inquiry: Observe the similarities and differences of the life cycles that different types of living things exhibit. Describe the major phases of life cycles of different living things including butterflies, mealworms, and silkworms. Changes in the body parts throughout the life cycle. Compare and Contrast different life cycles to themselves and other living things.</p> <p>Key Concepts: Change, Form, Function</p> <p>Transdisciplinary Skills: Research/Self-Management</p> <p>Learner Profiles: Caring/risk-taker/ inquirer</p>	<p>2nd</p> <p>Central Idea:</p> <p>How do we make a law? Understanding systems of Governments</p> <p>Lines of Inquiry: Key Concepts: Responsibility</p> <p>Transdisciplinary Skills: Self-management</p> <p>Learner Profile Attributes:</p>	<p>2nd</p> <p>Central Idea: <i>The constant changes of Earth's minerals & rocks can be observed and measured.</i></p> <p>Lines of Inquiry: Inquiry into characteristics of rocks, minerals, fossils, and soil Inquiry into uses of rocks Inquiry into factors that change rocks.</p> <p>Key Concepts: Form, change, connection</p> <p>Transdisciplinary Skills: Research/ thinking,</p> <p>Learner Profile Attributes: Knowledgeable, Thinker,</p>
<p>1st</p> <p>Central Idea: <i>Citizens work together towards common goals in the community</i></p> <p>Lines of Inquiry: Types of communities Roles and responsibilities of citizens Purpose of rules and laws Similarities and differences of local and global countries</p> <p>Key Concepts: Responsibility</p> <p>Transdisciplinary Skills: self-management skills</p> <p>Learner Profile Attributes: balanced,</p>	<p>1st</p> <p>Central Idea: <i>Societies over time will change but will also stay the same.</i></p> <p>Lines of Inquiry: Why our history is important. How the passage of time affects me. How changes in technology influence our lives. How world events have influenced changes in our soc.</p> <p>Key Concepts: Change/Causation/Form</p> <p>Transdisciplinary Skills: Research/ Communication</p> <p>Learner Profile Attributes: Knowledgeable/ Reflective/Communicator/risk-taker</p>	<p>1st</p> <p>Central Idea: <i>People celebrate what is important to them.</i></p> <p>Lines of Inquiry: How we express ourselves through celebrations. Why we express ourselves through celebrations. Similarities and differences of celebrations worldwide</p> <p>Key Concepts: Perspective/Connection/Form/ Reflection</p> <p>Transdisciplinary Skills: Thinking skills/ social skills/ Communication skills</p> <p>Learner Profile Attributes: Knowledgeable/ Openmind/Communicator</p>	<p>1st</p> <p>Central Idea: <i>People use science and technology to observe weather</i></p> <p>Lines of Inquiry: Observe, describe, and record the types of and changes in weather across the seasons. Become familiar with instruments used to monitor and measure air and weather conditions. Understands how liquids, solids, and gasses relate to weather. How weather changes around the world.</p> <p>Key Concepts: Form/Change/ Causation</p> <p>Transdisciplinary Skills: Communication/ Research/ Thinking</p> <p>Learner Profile Attributes: knowledgeable / thinkers /communicators</p>	<p>1st</p> <p>Central Idea: <i>People create systems to exchange goods and services</i></p> <p>Lines of Inquiry: How do people exchange goods and services worldwide? Differences between wants and needs What are goods, how are they created and how do they get to people? How does supply and demand affect what goods are made?</p> <p>Key Concepts:</p> <p>Transdisciplinary Skills: Self-management skills</p> <p>Learner Profile Attributes:</p>	<p>1st</p> <p>Central Idea: <i>Organisms have basic needs to live.</i></p> <p>What are the needs of growing plants/animals in diff. climates around the world?</p> <p>Lines of Inquiry: What are the needs of growing plants and animals around the world? What are the changes that occur as plants and animals grow? Compare the basic needs of plants and animals What are the structures and function of organisms?</p> <p>Key Concepts: Form/Change/Function</p> <p>Transdisciplinary Skills: Communication/ research/thinking</p> <p>Learner Profile Attributes: Inquirer, knowledgeable, thinkers, caring</p>
<p>Kindergarten's Central Idea: <i>Rules help people live, work, and play together.</i></p> <p>Lines of Inquiry: Why we have rules Purpose of rules Situational rules and manners Characteristics of a good citizen How are rules made or changed</p> <p>Key Concepts: Causation/ Responsibility/ Connection</p> <p>Transdisciplinary Skills: Self-management skills/ communication skills/ Social skills</p> <p>Learner Profile Attributes: Communicators/ Principled/ Reflective</p>	<p>Kindergarten's Central Idea: <i>Homes reflect culture, environment, and personal identity.</i></p> <p>Lines of Inquiry: The concept of a home Different types of homes Circumstances that determine where people will live</p> <p>Key Concepts: Form/Connection/ Perspective / Change</p> <p>Transdisciplinary Skills: Research skills/ Thinking skills/ Social skills</p> <p>Learner Profile Attributes: Knowledgeable/ Openminded</p>	<p>Kindergarten's Central Idea: <i>We express a range of human emotions and ideas using color, movement, and sound.</i></p> <p>Lines of Inquiry: The diverse ways people express themselves How people can express their uniqueness through arts The role of art in culture and society</p> <p>Key Concepts: Perspective/ Reflection/ Function</p> <p>Transdisciplinary Skills: Communication skills/ Social skills</p> <p>Learner Profile Attributes: Communicators/ Risk-taking</p>	<p>Kindergarten's Central Idea: <i>Scientists choose materials appropriate to their function.</i></p> <p>Lines of Inquiry: Definition of a fabric Observe and describe the properties of different fabrics Observe interactions of fabric with water and other substances Objects can be made by one or more materials How fabrics have changed over time Natural versus synthetic materials How fabrics are made</p> <p>Key Concepts: Form, function, reflection, causation</p> <p>Transdisciplinary Skills: Researching skills/ Thinking skills</p> <p>Learner Profile Attributes: Reflective/ Thinker</p>	<p>Kindergarten's Central Idea: <i>School communities are organized to help people learn and live together.</i></p> <p>Lines of Inquiry: People and places that make a community The function of a school community Similarities and differences of communities and schools around the world</p> <p>Key Concepts: Function, Form</p> <p>Transdisciplinary Skills: Research skills</p> <p>Learner Profile Attributes: Open-minded/ Knowledgeable</p>	<p>Kindergarten's Central Idea: <i>Animals are diverse and their characteristics can tell us about how they live.</i></p> <p>Lines of Inquiry: Observe interactions of animals and their surroundings. Handle animals carefully, and participate in the care and feeding of classroom animals. Observe and describe the structures of a variety of common animals. Learn that stories sometimes give animals attributes they do not really have.</p> <p>Key Concepts: Form/function/Responsibility</p> <p>Transdisciplinary Skills: Research skills/ Social skills/ Communication skills</p> <p>Learner Profile Attributes: Caring/ Inquirers.</p>
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<p><i>An inquiry into the nature of 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. Body Systems work together for healthy life</i></p>	<p><i>An inquiry into 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.</i></p>	<p><i>An inquiry into the ways in which we discover and express ideas, feeling, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i></p>	<p><i>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 the environment.</i></p>	<p><i>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.</i></p>	<p><i>An inquiry into the 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.</i></p>