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| --- | --- |
| Age/Grade |  |
| 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 |
|  | *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* | *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.* | *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.* | *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* | *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.* | *Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.* |
| Ages 5-6Kindergarten | **Central Idea:****People can make healthy choices through understanding their body.**Key Concepts: causation, responsibility Related Concepts: health, choiceLines of Inquiry: *An inquiry into:** the structure of the human body
* the functions of the human body
* making healthy choices

**Learner Profile Attributes:** balanced, caring**Approaches to Learning:** self-management skills | **Central Idea:** **People change over time.**Key Concepts: reflection, change Related Concepts: time, growthLines of Inquiry: *An inquiry into:** the past, present, and future
* how people learn about the past
* how people change over time

**Learner Profile Attributes:** reflective, communicator**Approaches to Learning:** communication skills  | **Central Idea:****People use creativity to solve problems**Key Concepts: function, form Related Concepts: creativity, structureLines of Inquiry: *An inquiry into:** structure and function
* the design process
* the materials and tools people use to express themselves

**Learner Profile Attributes:** risk-taker, thinker**Approaches to Learning:** thinking skills | **Central Idea:** **The natural world affects humans.**Key Concepts: causation, connection Related Concepts: impact, cause and effectLines of Inquiry: *An inquiry into:** how weather impacts humans
* how pushes and pulls (forces) impact humans
* how we use our knowledge about the natural world to solve problems

**Learner Profile Attributes:** knowledgeable, thinker**Approaches to Learning:** thinking skills | **Central Idea:** **School is and organized place to learn.**Key Concepts: perspective, responsibility Related Concepts: routines, organizationLines of Inquiry:*An inquiry into:** school rules
* classroom routines
* systems of organization

**Learner Profile Attributes:** principled, open-minded**Approaches to Learning:**  social skills | **Central Idea:** **Living things have needs for survival.**Key Concepts: connection, causation Related Concepts: needs, survival Lines of Inquiry:*An inquiry into:** the survival of plants
* the survival of animals
* habitats

**Learner Profile Attributes:** inquirer, knowledgeable**Approaches to Learning:** research skills |
| Ages 6-71st Grade | Central Idea: **People can share responsibilities and decision making.**Key Concepts: perspective, responsibility Related Concepts: choice, cause/effect, citizenship**Lines of Inquiry:** *An inquiry into:** factors that influence decisions
* the consequences of actions
* roles and responsibilities at home and school

**Learner Profile Attributes:** caring, principled**Approaches to Learning:** self-management skills | Central Idea: **The past influences life today.**Key Concepts: change, causation Related Concepts: family, diversity, history**Lines of Inquiry:** *An inquiry into:** ways of studying time
* family histories
* how people and things change over time

**Learner Profile Attributes:**  thinker, reflective**Approaches to Learning:** social skills | Central Idea: **People use storytelling to express themselves.****Key** **Concepts**: perspective, connection **Related** **Concepts**: expression, creativity**Lines of Inquiry:** *An inquiry into:** how story elements help tell a story
* different forms of storytelling
* sharing traditions through storytelling

**Learner Profile Attributes:** communicator, open-minded**Approaches to Learning:** communication skills | **Central Idea:** **People can use their understanding of light and sound to solve problems.****Key** **Concepts**: form, function **Related** **Concepts**: engineering, communication, investigation, pattern**Lines of Inquiry:** *An inquiry into:** form and function of sound
* form and function of light
* how problems can be solved using knowledge about sound and light

**Learner Profile Attributes:** inquirer, knowledgeable**Approaches to Learning:** thinking skills | **Central Idea:** **People participate in economic exchanges to meet their needs and wants.****Key** **Concepts**: connection, function **Related** **Concepts**: trade, value, needs/wants**Lines of Inquiry:** *An inquiry into:** needs and wants
* goods and services
* relationships with money

**Learner Profile Attributes:** balanced, knowledgeable**Approaches to Learning:** self-management skills | **Central Idea:** **Living things can only survive in habitats that meet their needs.****Key** **Concepts**: function, connection **Related** **Concepts**: growth, cycles, behavior, parents/offspring**Lines of Inquiry:** *An inquiry into:** needs of living things
* adaptations for survival
* behaviors for survival

**Learner Profile Attributes:** caring, risk-taker**Approaches to Learning:** research skills |
| Ages 7-82nd Grade | **Central Idea:** **Communities are impacted by their citizens.****Key** **Concepts**: function, responsibility **Related** **Concepts**: systems, citizenship**Lines of Inquiry:** *An inquiry into:** community government and leadership
* why communities create and use rules and laws
* the roles and responsibilities of citizens

**Learner Profile Attributes:** principled, caring**Approaches to Learning:** social skills | **Central Idea:** **Communities change over time.****Key** **Concepts**: perspective, causation **Related** **Concepts**: cause/effect, consequence, progress**Lines of Inquiry:** *An inquiry into:** how people can change and impact communities
* how events can change and impact communities
* communities past and present

**Learner Profile Attributes:** reflective, risk-taker**Approaches to Learning:** research skills | **Central Idea:** **People express their beliefs and values in a variety of ways****Key** **Concepts**: perspective, form **Related** **Concepts**: culture, expression**Lines of Inquiry:** *An inquiry into:** how beliefs and values are expressed and shared
* how beliefs and values impact our interactions with others
* the culture of a community

**Learner Profile Attributes:** open-minded, balanced, communicator**Approaches to Learning:** communication skills | **Central Idea:** **Living things have an interdependent relationship.****Key** **Concepts**: function, connection **Related** **Concepts**: structure, interdependence**Lines of Inquiry:** *An inquiry into:** how living things are impacted by their habitats
* the structure and function of living things
* relationships between living things

**Learner Profile Attributes:** inquirer, thinker**Approaches to Learning:** self-management skills | **Central Idea:** **Informational tools help people organize themselves and the world.****Key** **Concepts**: form, connection **Related** **Concepts**: location, symbols, tools**Lines of Inquiry:***An inquiry into:** different organizational tools and how to use them
* how organizational tools help people understand information
* how to make informed decisions using informational tools

**Learner Profile Attributes: i**nquirer,reflective**Approaches to Learning:** self-management skills | **Central Idea:** **People can work to create solutions to protect land and resources.****Key** **Concepts**: causation, change, responsibility **Related** **Concepts**: engineering, processes**Lines of Inquiry:***An inquiry into:** how natural processes shape the earth
* how humans change the earth
* how humans react to environmental changes

**Learner Profile Attributes:** knowledgeable, caring**Approaches to Learning:** thinking skills |
| Ages 8-93rd Grade | **Central Idea:****Relationships are influenced by the people and places around us.****Key** **Concepts**: connection, perspective, change **Related** **Concepts**: diversity, interactions**Lines of Inquiry:** *An inquiry into:** relationships between the environment and living things
* the impact of interactions between diverse groups
* the evolution of various groups

**Learner Profile Attributes:** reflective, open-minded**Approaches to Learning:** thinking skills | **Central Idea:****People can use geography to help them explore and understand the world around them.****Key** **Concepts**: form, function, causation **Related** **Concepts**: geography, regions, natural resources, climate**Lines of Inquiry:***An inquiry into:** tools to study geography
* geographical features
* geographical impact on humans

**Learner Profile Attributes:** knowledgeable, thinker**Approaches to Learning:** self-management skills | **Central Idea:****Myths and legends can reflect cultural values.****Key** **Concepts**: form, connection**Related** **Concepts**: culture, expression**Lines of Inquiry:** *An inquiry into:** how people learn about past cultures
* myths and legends of cultures
* writing to express beliefs and values

**Learner Profile Attributes:** caring, communicator**Approaches to Learning:** communication skills | **Central Idea:** **People can use their understanding of forces to help solve problems.****Key** **Concepts**: function, reflection **Related** **Concepts**: motion, forces**Lines of Inquiry:** *An inquiry into:** patterns in motion
* simple machines
* solving problems with forces

**Learner Profile Attributes:** reflective, risk-taker**Approaches to Learning:** social skills | **Central Idea:** **The structure and function of systems can help people understand their roles and responsibilities.****Key** **Concepts**: responsibility, form, function **Related** **Concepts**: systems, responsibility**Lines of Inquiry:** *An inquiry into:** the form and function of organizational systems
* roles and responsibilities in organizational systems
* taking action within a role in a community

**Learner Profile Attributes:** principled, balanced**Approaches to Learning:** self-management skills | **Central Idea:** **Environmental influences impact survival****Key** **Concepts**: connection, change**Related** **Concepts**: survival, ecosystems**Lines of Inquiry:**  *An inquiry into:** animal behaviors for survival
* how animals react to environmental changes
* connections within ecosystems

**Learner Profile Attributes:** inquirer, thinker**Approaches to Learning:** research skills |
| Ages 9-104th Grade | **Central Idea:** **The culture of a place is determined by the people who settle there.****Key** **Concepts**: causation, change **Related** **Concepts**: migration, immigration, culture**Lines of Inquiry:** *An inquiry into:** how places are divided into regions
* reasons for migration and immigration
* interaction between groups of people

**Learner Profile Attributes:** reflective, open-minded**Approaches to Learning:** social skills | **Central Idea:** **Humans are connected to the people and environment around them.****Key** **Concepts**: connection, function **Related** **Concepts**: resources, geography, settlement**Lines of Inquiry:** *An inquiry into:** the resources and features of an environment
* how people use the resources around them
* why groups settle in a place

**Learner Profile Attributes:** knowledgeable, thinker**Approaches to Learning:** self-management skills | **Central Idea:** **People can express themselves to make a difference in the world around them.****Key** **Concepts**: perspective, responsibility **Related** **Concepts**: public discourse, opinion**Lines of Inquiry:** *An inquiry into:** considering multiple perspectives about an issue
* communicating views and opinions to persuade others
* taking action

**Learner Profile Attributes:** caring,communicator, risk-taker**Approaches to Learning:** research skills, communication skills | **Central Idea:** **Understanding energy can help solve problems.****Key** **Concepts**: form, function **Related** **Concepts**: collisions, conversions**Lines of Inquiry:** *An inquiry into:** forms of energy
* how energy is transferred
* solving problems involving energy

**Learner Profile Attributes:** inquirer, thinker**Approaches to Learning:** thinking skills | **Central Idea:** **Humans use government to establish order within societies.****Key** **Concepts**: form, responsibility **Related** **Concepts**: government, power**Lines of Inquiry:** *An inquiry into:** form of government
* function of government
* rights and responsibilities of citizens

**Learner Profile Attributes:** balanced, principled**Approaches to Learning:** social skills | **Central Idea:** **Needs and wants are met through a variety of interconnected systems.****Key** **Concepts**: connection, form, function **Related** **Concepts**: economics, interconnectedness**Lines of Inquiry:** *An inquiry into:** how goods and services are provided globally
* national and global economies
* how resources are used and shared

**Learner Profile Attributes:** inquirer, knowledgeable**Approaches to Learning:** thinking skills |
| **Ages 10-11****5th Grade** | **Central Idea:****Differences in values and opinions can cause conflict between groups of people.****Key Concepts**: perspective, responsibility, causation **Related** **Concepts**: freedom, patriotism, conflict**Lines of Inquiry:** *An inquiry into:** how values impact decision making
* conflict and its effect on human relationships
* the risks people will take to attain freedom

**Learner Profile Attributes:** thinker, open-minded**Approaches to Learning:** thinking skills | **Central Idea:** **People experience a variety of consequences when civilizations or groups interact.****Key** **Concepts**: causation, change **Related** **Concepts**: migration, exploration, interdependence**Lines of Inquiry:** *An inquiry into:** Indigenous People
* exploration and its impact
* the convergence of cultures

**Learner Profile Attributes:** inquirer, caring**Approaches to Learning:** thinking skills | **Central Idea:****Exhibition 2020-21****Central Idea: To be determined based on student input****Key Concepts:** All**Learner Profile Attributes:** All, with instructional focus on communicator, balanced**Approaches to Learning:** All | **Central Idea:****Humans develop new technologies to address a variety of issues in the world.****Key** **Concepts**: connection, function **Related** **Concepts**: technology, innovation**Lines of Inquiry:** *An inquiry into:** different forms of technology
* issues that inspire technological advancements
* ways that people use technology

**Learner Profile Attributes:** thinker, risk-taker**Approaches to Learning:** thinking skills | **Central Idea:****Government systems are structured to organize societies.****Key** **Concepts**: responsibility, form, connection **Related** **Concepts**: rights, power**Lines of Inquiry:** *An inquiry into:** how human rights can be protected by a government
* how governments are formed
* the limitations of power within government systems

**Learner Profile Attributes:** principled, reflective**Approaches to Learning:** communication skills, thinking skills | **Central Idea:** **Properties of the natural world can offer solutions to the needs and wants of people.****Key** **Concepts**: form, function, connection **Related** **Concepts**: sustainability, changes of state, geography**Lines of Inquiry:** *An inquiry into:** properties and uses of matter
* how people use the natural world to meet needs and wants
* how humans interact with the natural world

**Learner Profile Attributes:** reflective, knowledgeable**Approaches to Learning:** self-management skills, social skills |