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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 5-6 Kindergarten | **Central Idea:**  **People can make healthy choices through understanding their body.**  Key Concepts: causation, responsibility   Related Concepts: health, choice  Lines 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, growth  Lines 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, structure  Lines 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 effect  Lines 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, organization  Lines 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 6-7 1st 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 7-8 2nd 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 8-9 3rd 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 9-10 4th 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 |