

	<b>Who We Are</b> 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.	<b>How We Organize Ourselves</b> 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.	<b>Where We Are in Place &amp; Time</b> 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.	<b>How the World Works</b> 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 on the environment.	<b>Sharing the Planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	<b>How We Express Ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic
<b>PRE-SCHOOL</b> (Preschool completes 4 units each school year)	<p><b>Central Idea</b> As I grow and change, I discover new things about who I am and what I can do.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• what I can do / Who am I?</li> <li>• my relationship with others</li> <li>• the ways that I change</li> </ul> <p><b>Key Concepts</b> Form, Connection, Change</p>			<p><b>Central Idea</b> People use different materials and in different ways and for different purposes.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Different building materials and their properties</li> <li>• The structure of buildings, towers and bridges</li> <li>• The materials and shapes used in making different stable, weight bearing structures</li> </ul> <p><b>Key Concepts</b> Form, Function, Causations</p>	<p><b>Central Idea</b> Many factors affect how things change and grow</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Choices have consequences</li> <li>• How living things change and grow</li> <li>• Our responsibility towards living things</li> </ul> <p><b>Key Concepts</b> Responsibility, Change, Causation</p>	<p><b>Central Idea</b> People express themselves in different ways.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• expression of ideas and feelings</li> <li>• the ways materials can be used</li> <li>• different likes, dislikes, feelings, and opinions</li> </ul> <p><b>Key Concepts</b> Form, Perspective, Function</p>
<b>Kindergarten</b>	<p><b>Central Idea</b> The choices we make affect other people</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Our responsibilities in relationships</li> <li>• Fair and peaceful ways of sharing</li> <li>• The consequences of our actions</li> </ul> <p><b>Key Concepts</b></p>			<p><b>Central Idea</b> Scientists follow a method to learn new things.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Why scientists conduct experiments</li> <li>• How scientists conduct and record experiments (scientific method)</li> </ul>	<p><b>Central Idea</b> Individual actions make a difference to living things.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• the needs and characteristics of living things</li> <li>• the connection between living things and the environment</li> <li>• the responsibility of</li> </ul>	<p><b>Central Idea</b> <i>People express themselves in different ways.</i></p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• the ways we express ourselves</li> <li>• different expressions</li> <li>• what makes individuals unique.</li> </ul> <p><b>Key Concepts</b> Form, Perspective, Connection</p>

	Causation, Responsibility, Perspective			<ul style="list-style-type: none"> <li>How scientists reflect on the results of an experiment</li> </ul> <b>Key Concepts</b> Function, Change	individuals towards living things <b>Key Concepts</b> Form, Connection, Responsibility	
<b>Grade 1</b>	<b>Central Idea</b> <i>Groups of people work together in different ways to achieve common goals</i> <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>Common goals within communities</li> <li>How we work together to reach common goals</li> <li>Responsibilities and consequences for members within a group</li> </ul> <b>Key Concepts</b> Responsibility, Connection,	<b>Central Idea</b> People develop systems and processes to get the food they need and want. <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>where food comes from</li> <li>stages foods go through before we eat them</li> <li>how the food we eat impacts our health and our environment</li> </ul> <b>Key Concepts</b> Responsibility, Causation, Change	<b>Central Idea</b> Humans create and change things to improve their daily lives. <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>products/innovations in our daily lives</li> <li>why people create and or innovate</li> <li>how and why have innovations changed over time</li> </ul> <b>Key Concepts</b> Form, Causation, Change	<b>Central Idea</b> The solar system has many patterns and connections that affect life on Earth. <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>the position and characteristics of objects in our solar system (planets, stars, moon etc.)</li> <li>the cycles of the Earth, Sun, and Moon and how they affect life. (Day/night, seasons, years tides, moon phases etc.)</li> <li>how scientists can apply their understanding to new situations</li> </ul> <b>Key Concepts</b> Form, Causation, Connection	<b>Central Idea</b> Plants are complex living things that interact with the environment around them. <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>How plants grow</li> <li>Features of plants</li> <li>How plants interact with their environment</li> <li>The scientific process</li> </ul> <b>Key Concepts</b> Function, Connection, Reflection	<b>Central Idea</b> A powerful story engages the audience, communicates meaning, and invites a response. <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>Why people tell stories</li> <li>How people tell stories</li> <li>The stories that speak to us</li> <li>How people communicate using light and sound</li> </ul> <b>Key Concepts</b> Function, Perspective
<b>Grade 2</b>	<b>Central Idea</b> The choices people make affect their health and well-being. <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>balanced lifestyle</li> <li>our responsibilities to make good choices for our health</li> <li>the consequences of our choices</li> </ul> <b>Key Concepts</b> Perspective, Responsibility, Causation	<b>Central Idea</b> People work together to develop systems that create well-functioning communities. <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>Needs, wants, goods, and services (form)</li> <li>How communities meet the needs and wants of their members (function)</li> <li>How systems are connected (connection)</li> </ul> <b>Key Concepts</b> Form, Function, Connection	<b>Central Idea</b> Exploring how people lived throughout history can help us understand the way life changes. <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>homes and daily life in the past/present</li> <li>changes to homes and daily life over time</li> <li>how your home affects your daily life</li> </ul> <b>Key Concepts</b> Form, Change, Connection	<b>Central Idea</b> People apply and manipulate forces to solve problems in their everyday lives <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>forces and how they work</li> <li>simple machines as tools to manipulate forces</li> <li>how simple and compound machines impact our everyday lives</li> </ul> <b>Key Concepts</b> Form, Function, Causation	<b>Central Idea</b> Water is vital to life on Earth and limited for many. <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>dependence on water (all living things need water to survive) (causation)</li> <li>freshwater limitations (location, systems, conflict, pollution) (causation)</li> <li>ways to conserve water (responsibility)</li> </ul> <b>Key Concepts</b> Causation, Responsibility	<b>Central Idea</b> People use their creativity for different purposes. <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>the types of creative expression</li> <li>the purpose of creative expression</li> <li>the ways creative thinking can help us to solve problems</li> </ul> <b>Key Concepts</b> Form, Change, Connection

<p><b>Grade 3</b></p>	<p><b>Central Idea</b> The human body has many different systems working together to help us function.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>the body systems</li> <li>functions of the body systems</li> <li>connections between the body systems</li> </ul> <p><b>Key Concepts</b> Form, Function, Connection</p>	<p><b>Central Idea</b> Societies make decisions that impact humankind and the environment.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>how different societies meet the needs of their people</li> <li>how our decisions impact humankind</li> <li>how our decisions impact the environment</li> </ul> <p><b>Key Concepts</b> Causation, Perspective, Responsibility</p>	<p><b>Central Idea</b> Exploration may expand our perspective and understanding.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>why people explore</li> <li>how people record explorations</li> <li>how exploration expands our thinking</li> </ul> <p><b>Key Concepts</b> Perspective, Form, Function</p>	<p><b>Central Idea</b> Humans observe the changing Earth and strive to understand it.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>the changing earth</li> <li>scientific theories</li> <li>the ways humans observe the earth's changes</li> </ul> <p><b>Key Concepts</b> Change, Causation, Form</p>	<p><b>Central Idea</b> There is a relationship between the characteristics of living things and their environment.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>characteristics of living organisms (invertebrates/v ertebrates etc.)</li> <li>life cycles</li> <li>relationships among organisms</li> </ul> <p><b>Key Concepts</b> Form, Change, Connection</p>	<p><b>Central Idea</b> <i>People use different forms of expression to reflect their uniqueness as human beings.</i></p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>the uniqueness of people and their self-expression</li> <li>how people express themselves</li> <li>how perspective shapes interpretation</li> </ul> <p><b>Key Concepts</b> Form, Function, Perspective</p>
<p><b>Grade 4</b></p> <p><b>Stand Alone</b> <b>Central Idea</b> People use engineering and design thinking to make life better.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Finding problems with design</li> <li>Ways to solve problems with design</li> <li>How teams work together well</li> </ul> <p><b>Key Concepts</b> Form, Function, Responsibility</p>	<p><b>Central Idea</b> Culture is a reflection of a people's beliefs and values.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>how geography impacts culture</li> <li>similarities and differences among cultures</li> <li>how perspectives may vary from culture to culture</li> </ul> <p><b>Key Concepts</b> Causation, Connection, Perspective</p>	<p><b>Central Idea</b> Society develops systems to organize itself.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>different types of systems</li> <li>how different organizations operate</li> <li>how systems and/organizations change to meet the needs and wants of individuals and society</li> </ul> <p><b>Key Concepts</b> Form, Function, Change</p>	<p><b>Central Idea</b> Human migration can involve challenges, risks and opportunities.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>the reasons for migration</li> <li>how migration impacts countries, cultures and individuals</li> <li>the multiple perspectives on migration</li> </ul> <p><b>Key Concepts</b> Causation, Change, Perspective</p>	<p><b>Central Idea</b> Humans use energy to meet their needs and wants</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>different sources and types of energy (chemical, kinetic, potential, electricity)</li> <li>how energy is converted (energy chains)</li> <li>how people use energy</li> </ul> <p><b>Key Concepts</b> Form, Function, Change</p>	<p><b>Central Idea</b> The choices humans make, when using and sharing natural resources, contribute to the state of our environment.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>how we use resources</li> <li>the connection between our use of resources and the environment</li> <li>informed choices that have a more positive effect on the environment</li> </ul> <p><b>Key Concepts</b> Form, Connection, Responsibility</p>	<p><b>Central Idea</b> Effective communicators make informed choices when deciding on language and tools to express themselves.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>how our purpose affects our style of communication</li> <li>language and its importance within disciplines</li> <li>our responsibility to our audience when choosing language tools.</li> </ul> <p><b>Key Concepts</b> Causation, Connection, Responsibility</p>
<p><b>Grade 5</b></p>	<p><b>Central Idea</b> People's interests, passions, and beliefs can inspire and sustain learning and motivate them to take action.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Identifying our passions and related issues</li> </ul>	<p><b>Central Idea</b> Understanding how systems function enables people to make decisions about the use of resources.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>interconnectedness of local and global systems</li> </ul>	<p><b>Central Idea</b> Interactions between different cultures can bring about change.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>how cultures influence each other (connection and change)</li> </ul>	<p><b>Central Idea</b> Understanding the nature of matter allows us to transform it and use it.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>structures and properties of matter</li> </ul>	<p><b>Central Idea</b> Living organisms are dependent on each other and non-living factors in their environment.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Causes of balance and imbalance</li> </ul>	<p><b>Central Idea (PYP Exhibition)</b> People's interests, passions, and beliefs can inspire and sustain learning and motivate them to take action.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>the creative process</li> </ul>

	<ul style="list-style-type: none"> <li>• Planning for and conducting an inquiry</li> <li>• Synthesizing results for presentation</li> <li>• Planning future action based on reflection</li> </ul> <p><b>Key Concepts</b> form, function, causation, change, connection, perspective, responsibility, reflection (student chosen)</p>	<p>(food, natural resources, economy)</p> <ul style="list-style-type: none"> <li>• inequity within systems (wealth/poverty, exploitation, gender inequality, child labor)</li> <li>• systems support decision making and problem solving</li> </ul> <p><b>Key Concepts</b> Responsibility, Connection, Perspective</p>	<ul style="list-style-type: none"> <li>• how technologies impact culture (change)</li> <li>• cultural diffusion (perspective)</li> </ul> <p><b>Key Concepts</b> Connection, Change, Perspective</p>	<ul style="list-style-type: none"> <li>• how matter can change</li> </ul> <p><b>Key Concepts</b> Form, Function, Change</p>	<p>within an ecosystem</p> <ul style="list-style-type: none"> <li>• Interconnected elements of ecosystems</li> <li>• How energy is transferred within an ecosystem</li> </ul> <p><b>Key Concepts</b> Causation, Function, Connection</p>	<ul style="list-style-type: none"> <li>• ways to connect to and engage our audience</li> <li>• communicating meaning in diverse ways</li> </ul> <p><b>Key Concepts</b> form, function, causation, change, connection, perspective, responsibility, reflection (student chosen)</p>
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*\*\*\*Note: 2020-2021 units are based upon 2019-2020 units and are subject to change\*\*\**