<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Who We Are</th>
<th>Where We Are In Place And Time</th>
<th>How We Express Ourselves</th>
<th>How The World Works</th>
<th>How We Organize Ourselves</th>
<th>Sharing The Planet</th>
</tr>
</thead>
</table>
| Preschool I  
(returning 2023-2024 school year) | An inquiry into the nature of the self; human relationships including families, friends, communities, and cultures | 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. | 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. | 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. | 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. | 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. |
| Year 1: Connections | An inquiry into... the nature of the self; human relationships including families, friends, communities, and cultures | Personal discovery helps foster connections between people | The expression and communication of feelings help people understand and cooperate with each other. | Personal identity The characteristics of a material determines how and who uses it | The interconnectedness of human-made systems and communities | The interconnectedness of human-made systems and communities |
| Year 1: Feelings | An inquiry into... the ways in which we discover and express ideas, and feelings | Central idea Personal identity The names of the people, places, and things in the environment | Lines of Inquiry Where we are in the world | Central idea The characteristics of a material determines how and who uses it | Central idea Living things create structures to organize their environment | Central idea Living things create structures to organize their environment |
| Year 2: Feelings | An inquiry into... the ways in which we discover and express ideas, and feelings | Central idea The expression and communication of feelings help people understand and cooperate with each other. | Lines of Inquiry Ways people communicate wants and needs | Central idea The characteristics of a material determines how and who uses it | Central idea The interconnectedness of human-made systems and communities | Central idea Living things create structures to organize their environment |
| Preschool II  
(returning 2023-2024 school year) | An inquiry into the nature of the self; human relationships including families, friends, communities, and cultures | Personal discovery helps foster connections between people | The expression and communication of feelings help people understand and cooperate with each other. | Personal identity The characteristics of a material determines how and who uses it | The interconnectedness of human-made systems and communities | The interconnectedness of human-made systems and communities |
<p>| Year 2: Tools | An inquiry into... the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles | Central idea The characteristics of a material determines how and who uses it | Lines of Inquiry How different properties affect movement | Central idea The interconnectedness of human-made systems and communities | Central idea Living things create structures to organize their environment | Central idea Living things create structures to organize their environment |
| Year 2: Patterns | An inquiry into... human-made systems and communities...economic activities | Central idea The interconnectedness of human-made systems and communities | Lines of Inquiry Characteristics of patterns | Central idea The interconnectedness of human-made systems and communities | Central idea Living things create structures to organize their environment | Central idea Living things create structures to organize their environment |</p>
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1st Grade</th>
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</thead>
<tbody>
<tr>
<td><strong>Who We Are</strong></td>
<td><strong>Changemakers</strong></td>
</tr>
<tr>
<td>Identity</td>
<td>An inquiry into...</td>
</tr>
<tr>
<td>...human relationships including families, friends, communities... rights and responsibility</td>
<td>...rights and responsibilities; what it means to be human</td>
</tr>
<tr>
<td>Central Idea</td>
<td>Action promotes change.</td>
</tr>
<tr>
<td>Understanding individual and group identities creates inclusive communities.</td>
<td></td>
</tr>
<tr>
<td>Lines of Inquiry</td>
<td>Lines of Inquiry</td>
</tr>
<tr>
<td><em>Self and multiple identities</em></td>
<td><em>The impact of peoples’ actions</em></td>
</tr>
<tr>
<td><em>Showing appreciation for similarities and differences</em></td>
<td><em>The common characteristics of changemakers</em></td>
</tr>
<tr>
<td><em>How similarities and differences can bring people together</em></td>
<td><em>How children can create change</em></td>
</tr>
<tr>
<td>Key Concepts</td>
<td>Key Concepts</td>
</tr>
<tr>
<td><em>Responsibility</em> <em>Perspective</em> <em>Form</em> <em>Connection</em></td>
<td><em>Change</em> <em>Connection</em> <em>Form</em></td>
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<td>Related Concepts</td>
<td>Related Concepts</td>
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<tr>
<td><em>Conflict</em> <em>Community</em> <em>Inclusion</em></td>
<td><em>Community</em></td>
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<tr>
<td><strong>Where We Are In Place And Time</strong></td>
<td><strong>Where We Are In Place And Time</strong></td>
</tr>
<tr>
<td>People Around the World</td>
<td>Runs Across Two Themes: How We Organize Ourselves and Where We are in Place and Time</td>
</tr>
<tr>
<td>An inquiry into...</td>
<td>An inquiry into...</td>
</tr>
<tr>
<td>...the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives</td>
<td>...the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives</td>
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<tr>
<td>Central Idea</td>
<td>Central Idea</td>
</tr>
<tr>
<td>There are similarities and differences between people and places based on location and time.</td>
<td>Communities are organized to meet needs that reflect diverse perspectives.</td>
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<tr>
<td>Lines of Inquiry</td>
<td>Lines of Inquiry</td>
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<tr>
<td><em>Similarities and differences between places long ago and today</em></td>
<td><em>The common characteristics of changemakers</em></td>
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<td><em>How the environment impacts everyday life</em></td>
<td><em>How children can create change</em></td>
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<td><em>Wants and needs</em></td>
<td><em>Central Idea</em></td>
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<td>Key Concepts</td>
<td>Key Concepts</td>
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<td><em>Change</em> <em>Connection</em> <em>Form</em></td>
<td><em>Change</em> <em>Connection</em> <em>Form</em></td>
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<td>Related Concepts</td>
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<td><em>Diversity</em> <em>Time</em> <em>Classification</em></td>
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<td><strong>How We Express Ourselves</strong></td>
<td><strong>How We Express Ourselves</strong></td>
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<td>We Love Learning</td>
<td>Signs and Symbols</td>
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<td>An inquiry into...</td>
<td>An inquiry into...</td>
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<tr>
<td>...the ways in which we discover and express ideas and feelings</td>
<td>...the ways in which we discover and express ideas and feelings</td>
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<td>Central Idea</td>
<td>Central Idea</td>
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<tr>
<td>Signs and symbols are used to communicate information and express ideas.</td>
<td>Signs and symbols are used to communicate information and express ideas.</td>
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<tr>
<td>Lines of Inquiry</td>
<td>Lines of Inquiry</td>
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<td><em>Signs and symbols and the information they communicate</em></td>
<td><em>Signs and symbols and the information they communicate</em></td>
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<td><em>Characteristics of effective signs and symbols</em></td>
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<td><em>Form</em> <em>Function</em> <em>Connection</em></td>
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<td><em>Communication</em> <em>Self-expression</em> <em>System</em></td>
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<td><strong>How The World Works</strong></td>
<td><strong>How The World Works</strong></td>
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<td>We Are Inquirers</td>
<td>Discoveries</td>
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<td>An inquiry into...</td>
<td>An inquiry into...</td>
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<tr>
<td>...how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment</td>
<td>...the natural world and its laws; the interaction between the natural world (physical and biological) and human societies</td>
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<tr>
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</tr>
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<td>Citizens use the inquiry process to create and maintain sustainable communities.</td>
<td>Communities are organized to meet needs that reflect diverse perspectives.</td>
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<td>Lines of Inquiry</td>
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<td><em>Why people ask questions</em></td>
<td><em>Centrally operated systems</em></td>
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<td><em>How people take action on their beliefs</em></td>
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<td><em>Using multiple resources to find information</em></td>
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<td><em>How environment influences culture</em></td>
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<td><em>Similarities and differences between people and places</em></td>
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<tr>
<td>Structures support function.</td>
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<td>Lines of Inquiry</td>
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<td><em>Characteristics of living things as they change</em></td>
<td><em>Characteristics of living things as they change</em></td>
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<td><em>The needs of living things</em></td>
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</tbody>
</table>
## Coyote Ridge Elementary School Programme of Inquiry 2022-2023

### 2nd Grade

#### Creating Change
*An inquiry into... 
...the nature of the self, beliefs and values; personal, social, human relationships including friends, communities, rights and responsibilities*

**Central Idea** People develop and maintain relationships by using communication skills.

**Lines of Inquiry**
- *Civic responsibility*
- *Relationships within a community*
- *How people resolve conflict*

**Key Concepts**
- *Responsibility*
- *Change*

**Related Concepts**
- *Community*
- *Problem Solving*
- *Relationships*

### 3rd Grade

#### Life Sciences
*An inquiry into... 
...the nature of the self*

**Central Idea**
The unique characteristics of an individual contribute to health and balance.

**Lines of Inquiry**
- *The unique characteristics of an organism’s life cycle*
- *How organisms inherit a variety of traits from their parents*
- *How traits impact survival*

**Key Concepts**
- *Function* 
- *Form*
- *Causation*

**Related Concepts**
- *Traits*
- *Patterns*
- *Interdependency*

### 2nd Grade

#### Where We Are In Place And Time

**Lines of Inquiry**
- *Origins and ancestry*
- *How people influence history*
- *Tools people use to study the past*
- *The impact of choices on others*

**Key Concepts**
- *Connection*
- *Change*

**Related Concepts**
- *History*
- *Culture*
- *Relationships*

#### How We Express Ourselves

**Related Concepts**
- *Emotions*
- *Aesthetic*

#### How We Express Ourselves

**Lines of Inquiry**
- *How perspective influences the concept of beauty*
- *The relationship between design, emotion, and expression*
- *How resources impact design*

**Key Concepts**
- *Causation*
- *Function*
- *Responsibility*

**Related Concepts**
- *Patterns*
- *Cause-Effect*
- *Material*

### 3rd Grade

#### Where We Are In Place And Time

**Lines of Inquiry**
- *The diversity of human and animal habitats*
- *The interdependent relationship between plants and animals*

**Key Concepts**
- *Form*
- *Function*

**Related Concepts**
- *Economics*
- *Community*
- *System*

#### How We Organize Ourselves

**Central Idea**
Economic opportunities may define the communities where people live.

**Lines of Inquiry**
- *Financial decision making processes*
- *Businesses in different communities*
- *Types of communities*

**Key Concepts**
- *Economics*
- *Community*
- *System*

**Related Concepts**
- *Habitat*
- *Interdependence*

### 3rd Grade

#### Natural Expression

**Lines of Inquiry**
- *How perspective influences the concept of beauty*
- *The relationship between design, emotion, and expression*
- *How resources impact design*

**Key Concepts**
- *Causation*
- *Function*
- *Responsibility*

**Related Concepts**
- *Patterns*
- *Cause-Effect*
- *Material*

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**Key Concepts**
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- *Responsibility*

**Related Concepts**
- *Patterns*
- *Cause-Effect*
- *Material*

### 3rd Grade

#### Physical Science

**Central Idea**
Through observation, people gain knowledge.

**Lines of Inquiry**
- *Cause and effect relationships*
- *How observation can help identify problems and find solutions*

**Key Concepts**
- *Causation*
- *Function*

**Related Concepts**
- *Patterns*
- *Cause and effect*

#### Communicating with the World

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Economic opportunities may define the communities where people live.

**Lines of Inquiry**
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- *Businesses in different communities*
- *Types of communities*

**Key Concepts**
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**Related Concepts**
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- *Community*
- *System*

**Related Concepts**
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- *Interdependence*

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#### Physical Science

**Central Idea**
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**Lines of Inquiry**
- *Cause and effect relationships*
- *How observation can help identify problems and find solutions*

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**Related Concepts**
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- *Cause and effect*

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- *How observation can help identify problems and find solutions*

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**Key Concepts**
- *Economics*
- *Community*
- *System*

**Related Concepts**
- *Habitat*
- *Interdependence*
### 4th Grade

#### Who We Are
- Decisions
  - An inquiry into...
  - The nature of the self; beliefs and values; human relationships; rights and responsibilities
- Central Idea
  - People make decisions for themselves and others.
  - Lines of Inquiry
    - *Responsibility* decision making
    - *What actions create change*
    - *How decision making is influenced by perspective*
- Key Concepts
  - *Responsibility* *Change* *Perspective*
- Related Concepts
  - *Role* *Citizenship* *Risk*

#### Where We Are In Place And Time
- Movement
  - An inquiry into...
  - The way in which we discover and express ideas, feelings, culture, beliefs and values
- Central Idea
  - The way in which we reflect on, extend and enjoy our creativity
- Lines of Inquiry
  - *How change can challenge perspective*
  - *How evidence can change perspectives*
  - *How emotions expressed in creative ways influence the way we discover and express ourselves*
- Key Concepts
  - *Connection* *Change* *Perspective*
- Related Concepts
  - *Culture* *Interactions* *Cause and Effect*

#### How We Express Ourselves
- Emotions Expressed
  - An inquiry into...
  - The ways in which we reflect on, extend and enjoy our creativity
- Central Idea
  - Beliefs shape how people express themselves.
- Lines of Inquiry
  - *The emotions related to experiences and culture*
  - *How emotions impact people*
  - *How ideas are expressed in creative ways*
- Key Concepts
  - *Causation* *Perspective*
- Related Concepts
  - *Civilizations* *Interactions* *Culture* *Cause and Effect*

#### How The World Works
- Innovation
  - An inquiry into...
  - How humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment
- Central Idea
  - Innovations and discoveries impact daily life.
- Lines of Inquiry
  - *How components of a system are interconnected*
  - *How systems create organization*
- Key Concepts
  - *Function* *Connection* *Cause and Effect*
- Related Concepts
  - *Discoveries* *Problem Solving* *Energy*

#### How We Organize Ourselves
- Systems
  - An inquiry into...
  - the interconnectedness of human-made systems and communities, the structure and function of organizations
- Central Idea
  - Systems create organization.
- Lines of Inquiry
  - *How components function within systems*
  - *How components interact in systems*
- Key Concepts
  - *Function* *Connection* *Cause and Effect*
- Related Concepts
  - *Systems* *Organization* *Government*

#### Sharing The Planet
- Adapt to Survive
  - An inquiry into...
  - the struggle to share finite resources with other people and with other living things
- Central Idea
  - The survival of organisms depends on structures, behaviors, and environmental factors.
- Lines of Inquiry
  - *Organisms structures that promote survival*
  - *How living things must adapt in order to survive*
  - *How survival is connected to environmental factors*
- Key Concepts
  - *Causation* *Function* *Responsibility*
- Related Concepts
  - *Adaptation* *Biodiversity* *Resources*

### 5th Grade

#### Growing Up
- Movement
  - An inquiry into...
  - The way in which we discover and express ideas, feelings, culture, beliefs and values
- Central Idea
  - Exploration causes shifts in place and thinking.
- Lines of Inquiry
  - *How movement happens for a variety of reasons, which can be globally connected*
  - *How change creates opportunity and/or hardships*
  - *How change can challenge perspective*
- Key Concepts
  - *Connection* *Change* *Causation*
- Related Concepts
  - *Identity* *Growth* *Originality*

#### Where We Are In Place And Time
- Exhibition
  - An inquiry into...
  - The way in which we reflect on, extend and enjoy our creativity
- Central Idea
  - Through action, people share their beliefs, values and talents.
- Lines of Inquiry
  - *The beliefs and values of individuals*
  - *How knowledge can impact others*
  - *The responsibility and process of taking action as a global citizen*
- Key Concepts
  - *Connection* *Change* *Causation*
- Related Concepts
  - *Motivation* *Migration* *Exploration*

#### How We Express Ourselves
- It's A Mystery
  - An inquiry into...
  - How humans use their understanding of scientific principles; the natural world and its laws
- Central Idea
  - Reason, logic, and intuition help to solve problems.
- Lines of Inquiry
  - *Patterns help to make sense of information*
  - *New understanding leads to transformation of thinking*
  - *New learning* *Conflict*
  - *New learning* *Problem Solving* *Energy*
- Key Concepts
  - *Causation* *Change* *Perspective*
- Related Concepts
  - *Patterns* *Course of Action*

#### How The World Works
- Courage
  - An inquiry into...
  - the structure and function of organizations; societal decision-making
- Central Idea
  - Organization creates change.
- Lines of Inquiry
  - *Governmental activities that impact a nation*
  - *Events that lead to the formation of an organization*
  - *Struggles to share finite resources with other people and with other living things*
- Key Concepts
  - *Causation* *Change* *Perspective*
- Related Concepts
  - *Conflict* *Government* *Viewpoint*

#### How We Organize Ourselves
- Impact
  - An inquiry into...
  - Rights and responsibilities in the struggle to share finite resources with other people and with other living things; peace and conflict resolution
- Central Idea
  - Resources and energy impact all living things.
- Lines of Inquiry
  - *How the availability of resources creates competition*
  - *How the exchange of resources and energy connects systems*
  - *How a balance of resources contributes to the health of a system*
- Key Concepts
  - *Causation* *Connection* *Responsibility*
- Related Concepts
  - *Conservation* *Sustainability* *Opinion*
### Units Outside Our Programme of Inquiry

<table>
<thead>
<tr>
<th>Who We Are</th>
<th>Where We Are in Place and Time</th>
<th>How We Express Ourselves</th>
<th>How the World Works</th>
<th>How We Organize Ourselves</th>
<th>Sharing the Planet</th>
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<tbody>
<tr>
<td><strong>PE</strong></td>
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<tr>
<td><strong>Individual Sports</strong></td>
<td><strong>Central Idea</strong></td>
<td>Perseverance and commitment affect how people achieve their individual goals.</td>
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<tr>
<td><strong>Lines of Inquiry</strong></td>
<td><em>Features that are common to all individual sports</em></td>
<td><em>Skills that are the same/different for individual and team sports</em></td>
<td><em>Role of setting individual objectives/goals</em></td>
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<tr>
<td><strong>Key Concepts</strong></td>
<td>Responsibility, Connection</td>
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<tr>
<td><strong>Related Concepts</strong></td>
<td>Agility, Power, Coordination</td>
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<tr>
<td><strong>Spatial Awareness</strong></td>
<td><strong>Central Idea</strong></td>
<td>Spatial awareness may contribute to safe movement.</td>
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<tr>
<td><strong>Lines of Inquiry</strong></td>
<td><em>Controlling body while moving</em></td>
<td><em>Understanding space and movement</em></td>
<td><em>Transfer spatial awareness to other environments</em></td>
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<td><strong>Key Concepts</strong></td>
<td>Function, Connection, Responsibility</td>
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<tr>
<td><strong>Related Concepts:</strong></td>
<td>Locomotion</td>
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<tr>
<td><strong>Team Sports</strong></td>
<td><strong>Central Idea</strong></td>
<td>Cooperation, self control, and body awareness are essential to achieve team goals.</td>
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<tr>
<td><strong>Lines of Inquiry</strong></td>
<td><em>Importance of developing body awareness and body control</em></td>
<td><em>The skills necessary to play team sports</em></td>
<td><em>Roles within games</em></td>
<td><em>Athletes balance individual, partner, group practice time</em></td>
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<td><strong>Key Concepts</strong></td>
<td>Form, Function, Perspective</td>
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<tr>
<td>Art</td>
<td>What is Art?</td>
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<td>Central Idea</td>
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<td>Through the design cycle, thinkers discover and express their creativity to communicate ideas.</td>
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<td>Lines of Inquiry</td>
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<td></td>
<td>*Aesthetic features and characteristics of art</td>
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<td>*The process of creating art</td>
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<td>*How artists explain their art to viewers</td>
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<td>Key Concepts:</td>
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<td>Form, Connection, Reflection</td>
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<table>
<thead>
<tr>
<th>Music</th>
<th>How Music Moves Us</th>
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<tbody>
<tr>
<td></td>
<td>Central Idea</td>
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<tr>
<td></td>
<td>People use voice, instruments and movement to create, share and interpret music.</td>
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<td>Lines of Inquiry</td>
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<td></td>
<td>*Speaking, calling, whispering, and singing voices</td>
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<td></td>
<td>*How beat influences musical patterns</td>
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<td>*How musical patterns inform choices for music</td>
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<td>*How music impacts movement choices</td>
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<td>Form, Function, Causation</td>
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<tr>
<td>Media</td>
<td>Central Idea</td>
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<td>Library users have rights and responsibilities as members of the library community.</td>
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<td><strong>Lines of Inquiry</strong></td>
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<td><em>Responsibilities of a library user</em></td>
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<td><em>How people show the Learner Profile attributes in the library</em></td>
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<td><em>Systems help the library function for all users</em></td>
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<td><strong>Key Concepts</strong></td>
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<td>Responsibility, Function, Connection</td>
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<th>Spanish</th>
<th>Central Idea</th>
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<tbody>
<tr>
<td></td>
<td>Language connects people and reflects culture.</td>
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<td></td>
<td>Language is part of our identity and is a way to connect to other people and cultures.</td>
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<td><strong>Lines of Inquiry</strong></td>
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<tr>
<td></td>
<td><em>Language provides a way for people to communicate</em></td>
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<td><em>Interconnectedness between language, society, and culture</em></td>
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<td></td>
<td><em>How culture shapes perspective</em></td>
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