

**New Leb Program Of Inquiry  
2024-25**

	<b>Who We Are</b> <i>An inquiry into identity as individuals and as part of a collective through:</i> <ul style="list-style-type: none"> <li>▪ physical, emotional, and spiritual health and well-being</li> <li>▪ relationships and belonging</li> <li>▪ learning and growing</li> </ul>	<b>Where We Are in Time and Place</b> <i>An inquiry into histories and orientation in place, space, and time through:</i> <ul style="list-style-type: none"> <li>▪ periods, events, and artifacts</li> <li>▪ communities, heritage, culture, and environment</li> <li>▪ natural and human drivers of movement, adaptation, and transformation</li> </ul>	<b>How We Express Ourselves</b> <i>An inquiry into the diversity of voice, perspectives, and expression through:</i> <ul style="list-style-type: none"> <li>▪ inspiration, imagination, creativity</li> <li>▪ personal, social, and cultural notes and practices of communication</li> <li>▪ intentions, perceptions, interpretations, and responses</li> </ul>	<b>How the World Works</b> <i>An inquiry into the understandings of the world and phenomena through:</i> <ul style="list-style-type: none"> <li>▪ patterns, cycles, systems</li> <li>▪ diverse practices, methods, and tools</li> <li>▪ discovery, design, innovation, possibilities, and impacts</li> </ul>	<b>How We Organize Ourselves</b> <i>An inquiry into systems, structures, and networks through:</i> <ul style="list-style-type: none"> <li>▪ interactions with and between social and ecological systems</li> <li>▪ approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>▪ representation, collaboration, and decision-making</li> </ul>	<b>Sharing the Planet</b> <i>An inquiry into the interdependence of human and natural worlds through:</i> <ul style="list-style-type: none"> <li>▪ rights, responsibilities, and dignity of all</li> <li>▪ pathways to just, peaceful, and reimagined futures</li> <li>▪ nature, complexity, coexistence, and wisdom</li> </ul>
	<b>Who We Are</b>	<b>Where We Are in Time and Place</b>	<b>How We Express Ourselves</b>	<b>How the World Works</b>	<b>How We Organize Ourselves</b>	<b>Sharing the Planet</b>
<b>Kinder</b>	<b>Central Idea:</b> People play, learn, and work together in communities.	<b>Central Idea:</b> Communities and families change over time	<b>*Central Idea:</b> People use stories to express ideas and feelings.	<b>Central Idea:</b> Force affects an object's movement	<b>Central Idea:</b> People work together to create a functioning community.	
	<b>Key Concepts:</b> Responsibility	<b>Key Concepts:</b> Connection	<b>Key Concepts:</b> Perspective	<b>Key Concepts:</b> Change	<b>Key Concepts:</b> Function	

	<p>Function Connection</p> <p><b>Learner Profile:</b> Caring Balanced Principled</p>	<p>Perspective Causation</p> <p><b>Learner Profile:</b> Thinker Open-Minded</p>	<p>connection</p> <p><b>Learner Profile:</b> Communicator, reflective, risk-taker</p>	<p>Function Causation</p> <p><b>Learner Profile:</b> Inquirer Thinker Knowledgeable</p>	<p>Form</p> <p><b>Learner Profile:</b> Balanced Communicator</p>	
	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What is a community? (function)</li> <li>• Rules and responsibilities in a community. (Perspective)</li> <li>• What it means to be part of a community. (Responsibility)</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The ways people lived in the past differ from the ways people live today.</li> <li>• How people lived in the past, including family and community history.</li> <li>• Sources that teach us about the past.</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Elements of a story</li> <li>• People share stories</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How and why objects move</li> <li>• What affects an object's movement</li> <li>• The distance in which an object moves based on the surface</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How maps and other representations can be used to understand our communities?</li> <li>• Some of the ways community members and institutions meet the needs and wants of the community?</li> <li>• How places and people within a community work together for the good of the people living in that community?</li> </ul>	
	<b>Who We Are</b>	<b>Where We Are in Time and Place</b>	<b>How We Express Ourselves</b>	<b>How the World Works</b>	<b>How We Organize Ourselves</b>	<b>Sharing the Planet</b>

1st	<b>Central Idea:</b> Choices impact interpersonal relationships.	<b>*Central Idea:</b> Past communities impact today	<b>Central Idea:</b> Communities change over time.	<b>Central Idea:</b> Investigating and experimenting help us understand the world.	<b>Central Idea:</b> People work together within and outside their community	<b>Central Idea:</b> Humans can change habitats through actions.
	<b>Key Concepts:</b> Responsibility, Perspective,  <b>Learner Profile:</b> Principled, Caring,	<b>Key Concepts:</b> Perspective, Change, Causation  <b>Learner Profile:</b> Thinking, Communication, Research skills	<b>Key Concepts:</b> Perspective, Change  <b>Learner Profile:</b> Open-minded, Thinker Knowledgeable	<b>Key Concepts:</b> form, function, reflection  <b>Learner Profile:</b> Inquirer, knowledgeable	<b>Key Concepts:</b> Function Change Connection  <b>Learner Profile:</b> Thinker Communicator	<b>Key Concepts:</b> Form, Function, Causation  <b>Learner Profile:</b> Reflective, Balanced
	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• The role of behavioral expectations in communities</li> <li>• The impact of expected behaviors in communities</li> <li>• The impact of unexpected behaviors in communities</li> <li>• Ways conflict resolution can</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Comparing life from long ago to today</li> <li>• The reasons why life changes</li> <li>• How the changes that humans make impact lives determine culture.</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• The diverse populations and people that live in your community, now and in the past.</li> <li>• The ways citizens affect change in their community.</li> <li>• The relationship between people and the land they live on.</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• What it means to be a scientist</li> <li>• Observing and collecting data</li> <li>• Predicting and concluding</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Local, state, national and global communities.</li> <li>• The role played as individuals in the global community</li> <li>• The systems that work collaboratively to make up the global community</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Characteristics of animals and offspring</li> <li>• How animals survive</li> <li>• Connection to natural habitats</li> </ul>

	make us better citizens					
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<b>2nd</b>	<b>Central Idea:</b> Students in a school are responsible to their community.	<b>Central Idea:</b> A community is people working together	<b>Central Idea:</b> Light and sound provide a tool for human expression.	<b>Central Idea:</b> *Organisms rely on interdependent relationships.	<b>Central Idea:</b> People can inspire and help us understand the world.	<b>Central Idea:</b> *Human actions impact the environment.
	<b>Key Concepts:</b> Function connection, Responsibility	<b>Key Concepts:</b> Function, Connection, Responsibility	<b>Key Concepts:</b> Form Function Causation Connection	<b>Key Concepts:</b> Causation, change, function	<b>Key Concepts:</b> Connection, Form, Function	<b>Key Concepts:</b> Change, form, causation
	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Classroom communities changing over time</li> <li>The roles and responsibilities of students</li> <li>Respect, compassion, and building confidence</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>The roles and responsibilities of the Greenwich officials</li> <li>How my community evolves over time</li> <li>How people/citizens solve problems</li> <li>Equality and fairness</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Vibrations create sound</li> <li>Objects are illuminated when in the path of light</li> <li>Light and sound interact with materials in different ways</li> <li>Light and sound travel in waves</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>The different properties of soil.</li> <li>The best type of soil for organisms to grow</li> <li>The life cycles of organisms that live in soil.</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>People/Groups that inspire and help guide us (Perspective)</li> <li>Types of goods and services in different communities (Form)</li> <li>The environment affects people's lives/jobs (Connection)</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>The effects of human choices on the environment</li> <li>What humans can do to preserve our naturally occurring world</li> <li>How humans can reduce their impact on land,</li> </ul>

	<b>Learner Profile:</b> Caring , Principled, Balanced	<b>Learner Profile:</b> Inquirers, Reflective	over long distances <ul style="list-style-type: none"> <li>How light affects color-shade, tint and shadow</li> </ul> <b>Learner Profile:</b> Communicator, Inquirer, Responsibility	<b>Learner Profile:</b> Open-Minded, Balanced, Reflective	<b>Learner Profile:</b> Open - Minded, Balanced, Reflective	water, and wind  <b>Learner Profile:</b> Open-Minded Caring
	<b>Who We Are</b>	<b>Where We Are in Time and Place</b>	<b>How We Express Ourselves</b>	<b>How the World Works</b>	<b>How We Organize Ourselves</b>	<b>Sharing the Planet</b>
<b>3rd</b>	<b>Central Idea:</b> Organizational structures enable societies to function	<b>*Central Idea:</b> People’s lives are influenced by the natural world and other cultures.	<b>Central Idea:</b> Opinions, ideas and knowledge are communicated through a variety of ways	<b>Central Idea:</b> Change impacts the natural world	<b>*Central Idea:</b> Organizational structures enable societies to function.	<b>*Central Idea:</b> Living things adapt to survive.
	<b>Key Concepts:</b> Form Function Responsibility	<b>Key Concepts:</b> Connection, change, perspective	<b>Key Concepts:</b> Perspective, connection, reflection	<b>Key Concepts:</b> Causation, Connection, Change	<b>Key Concepts:</b> Form, function, responsibility	<b>Key Concepts:</b> Causation, change, function
	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>How governmental decisions are made at the state and local levels</li> <li>How political decisions impact</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>The similarities and differences between cultures</li> <li>Reasons why people move and settle</li> <li>Geographical</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Writers have strong feelings on a variety of issues.</li> <li>People use writing to communicate</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Organizing weather data by season</li> <li>Comparing and analyzing weather data from the same</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>The meaning of citizenship</li> <li>The rights and responsibility of citizens</li> <li>The importance of making policies and</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Adaptation is critical for survival</li> <li>Living things are impacted by their environment</li> <li>Adaptations can be physical and/or</li> </ul>

	<p>all stakeholders</p> <ul style="list-style-type: none"> <li>• How individual citizens can impact Connecticut's government</li> <li>•</li> </ul> <p><b>Learner Profile:</b> Principled Open-Minded Knowledgeable</p>	<p>features and natural resources influence the lives of people</p> <p><b>Learner Profile:</b> Knowledgeable, reflective, inquirer</p>	<p>feelings of personal significance.</p> <ul style="list-style-type: none"> <li>• Personal experiences influence attitudes and feelings about different issues.</li> </ul> <p><b>Learner Profile:</b> Open-minded, communicator, risk taker</p>	<p>area across multiple seasons</p> <ul style="list-style-type: none"> <li>• Comparing and analyzing weather data from different areas</li> <li>• Identifying and describing patterns of weather conditions across different seasons and areas</li> <li>• Predicting typical weather conditions expected during a particular season and in different areas</li> <li>• Design solutions for hazardous weather</li> </ul> <p><b>Learner Profile:</b> Communicator, Inquirer, open-minded</p>	<p>laws</p> <p><b>Learner Profile:</b> Principled, open-minded, knowledgeable</p>	<p>behavioral</p> <p><b>Learner Profile:</b> Reflective, inquirer, communicator</p>
	<p><b>Who We Are</b></p>	<p><b>Where We Are in Time and Place</b></p>	<p><b>How We Express Ourselves</b></p>	<p><b>How the World Works</b></p>	<p><b>How We Organize Ourselves</b></p>	<p><b>Sharing the Planet</b></p>

<p><b>4th</b></p>	<p><b>Central Idea:</b> *The decisions we make define who we are.</p>	<p><b>Central Idea:</b> *Environmental, cultural, and economic factors influence human migration and settlement</p>	<p><b>Central Idea:</b> *One person's words and actions can create change</p>	<p><b>Central Idea:</b> *How people apply forces and energy to design</p>	<p><b>Central Idea:</b> *Systems rely on people and the environment.</p>	<p><b>Central Idea:</b> How location affects people's way of living</p>
	<p><b>Key Concepts:</b> Reflection, responsibility, perspective</p> <p><b>Learner Profile:</b> Principled, Open-minded, Balanced</p>	<p><b>Key Concepts:</b> Causation, connection, change</p> <p><b>Learner Profile:</b> Inquirer, communicator, thinker</p>	<p><b>Key Concepts:</b> Perspective, reflection, change</p> <p><b>Learner Profile:</b> communicator, caring, reflective</p>	<p><b>Key Concepts:</b> Function, causation, form</p> <p><b>Learner Profile:</b> Thinkers, knowledgeable, inquirers</p>	<p><b>Key Concepts:</b> responsibility, function, connection</p> <p><b>Learner Profile:</b> Knowledgeable, open-minded, risk taker</p>	<p><b>Key Concepts:</b> Change, Causation</p> <p><b>Learner Profile:</b> Inquirer, knowledgeable</p>

	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How thinking about all possible outcomes helps in choosing a solution.</li> <li>• Evaluating the effectiveness of possible solutions.</li> <li>• How people and our environment can influence the decisions we make.</li> <li>• How decision making impacts our lifestyle and personal well being.</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How economic factors determine if a region is a good or bad place to live.</li> <li>• How changes in technology, environment, and resources can impact the spread of thoughts and ideas in the United States of America.</li> <li>• How culture varies from region to region and how culture of a region reflects its history.</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How thoughts and actions create change</li> <li>• Ways to take a stance to defend an idea</li> <li>• The negative and positive outcomes of a call to action</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Forces in our everyday lives</li> <li>• The laws of motion</li> <li>• What makes objects move the way they do</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Earth's natural features and resources</li> <li>• Human made systems</li> <li>• Interdependence of regions and their systems</li> <li>• Impact of economy on human life</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How geographic factors and groups of people created and defined regions across different parts of the world?</li> <li>• Human and physical geography transformed a region?</li> <li>• How individuals and groups prepare for and adapt to various regional changes?</li> </ul>
	<p><b>Who We Are</b></p>	<p><b>Where We Are in Time and Place</b></p>	<p><b>How We Express Ourselves</b></p>	<p><b>How the World Works</b></p>	<p><b>How We Organize Ourselves</b></p>	<p><b>Sharing the Planet</b></p>

5th	<b>Central Idea:</b> Social Issues impact society	<b>Central Idea:</b> Adaptation in response to challenges.	<b>Central Idea:</b> Exhibition 24-25 Building Awareness Inspires Responsible Action	<b>Central Idea:</b> Systems determine outcomes	<b>Central Idea:</b> *Communities develop fundamental structures to function.	<b>Central Idea:</b> Mankind impacts usage and preservation
	<b>Key Concepts:</b> Connection, perspective, responsibility	<b>Key Concepts:</b> Causation, change, form	<b>Key Concepts:</b> Perspective Responsibility connection	<b>Key Concepts:</b> Causation, form, Function	<b>Key Concepts:</b> Function, Causation, Form	<b>Key Concepts:</b> Causation, responsibility, function
	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How social issues impact society</li> <li>How society responds to social issues</li> <li>How critical reading shapes our thinking</li> </ul> <p><b>Learner Profile:</b> Open-minded, reflective, caring</p>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Why people migrate and settle in different places</li> <li>How migration and exploration created conflict</li> <li>Interactions with colonists and indigenous people</li> </ul> <p><b>Learner Profile:</b> Knowledgeable, thinker</p>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The ways in which we discover and express ideas</li> <li>The discovery of our passions that can inspire us to take action. (Connection)</li> <li>The impact of current global issues on society. (Responsibility)</li> <li>How do we become global citizens to raise awareness. (Reflection)</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What regulates weather and climate. (form)</li> <li>How patterns of weather predict what kind of weather might happen next. (causation)</li> <li>Actions humans can take to care for our climate.</li> </ul> <p><b>Learner Profile:</b> Inquirer, communicator</p>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The ways communities develop their economic, social, religious, and geographical systems. (Function)</li> <li>The importance of a community's development to thrive or falter. (Causation)</li> <li>Ways Native Americans and European settlers assimilated.</li> </ul> <p><b>Learner Profile:</b></p>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How people use natural resources for energy and fuel</li> <li>How can natural resources be preserved and protected</li> <li>How communities cooperate to create methods and systems to utilize and protect the earth's resources</li> </ul> <p><b>Learner Profile:</b> Inquirer, open-minded,</p>

			<b>Learner Profile:</b> Communicator, inquirer, open-minded		Thinker, knowledgeable, inquirer	balanced
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