

<p align="center">Who We Are <i>An inquiry into the nature of 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. Body Systems work together for healthy life.</i></p>	<p align="center">Where We are in Place and Time <i>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.</i></p>	<p align="center">How We Express Ourselves <i>An inquiry into the ways in which we discover and express ideas, feeling, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i></p>	<p align="center">How the World Works <i>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 the environment.</i></p>	<p align="center">How We Organize Ourselves <i>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.</i></p>	<p align="center">Sharing the Planet <i>An inquiry into the 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.</i></p>
<p align="center">Kindergarten's Central Idea: <i>Homes reflect culture, environment, and personal identity.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The concept of home Different types of homes Circumstances that determine where people live (i.e. geography, natural resources, historical periods, evolution/revolution of knowledge) <p>Key Concepts: Form/Connection/Perspective/Change Transdisciplinary Skills: Research/Thinking/Social Learner Profile Attributes: Knowledgeable/Open-Minded</p>	<p align="center">Kindergarten's Central Idea: <i>Public areas and public servants strengthen communities and provide people with opportunities to connect.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> People and places that make a community The function of a school community Similarities and differences of communities and schools around the world <p>Key Concepts: Function/Connection Transdisciplinary Skills: Thinking/Communication/Social Learner Profile Attributes: Inquirer/Open-Minded</p>	<p align="center">Kindergarten's Central Idea: <i>We express a range of human emotions and ideas using color, movement, and sound.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The diverse ways in which people express themselves How everyone can express their uniqueness through the arts The role of art in various cultures and societies <p>Key Concepts: Perspective/Reflection/Function Transdisciplinary Skills: Communication/Evaluation/Social Learner Profile Attributes: Communicator/Risk-taking</p>	<p align="center">Kindergarten's Central Idea: <i>Scientists choose materials appropriate to their function.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Definition of a fabric Observe and describe the properties of different fabrics Observe interactions of fabric with water and other substances Objects can be made by one or more materials How fabrics have changed over time Natural versus synthetic materials (where fabric comes from) How fabrics are made <p>Key Concepts: Form/Function/Causation Transdisciplinary Skills: Research/Thinking Learner Profile Attributes: Reflective/Thinker</p>	<p align="center">Kindergarten's Central Idea: <i>Rules help people live, work, and play safely and productively together.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Purpose of rules and routines Situational rules and manners Characteristics of a good citizen How rules are made or changed <p>Key Concepts: Causation/Responsibility/Connection Transdisciplinary Skills: Self-Management/ Communication/Social Learner Profile Attributes: Balanced/Principled/Reflective</p>	<p align="center">Kindergarten's Central Idea: <i>Animals are diverse and their characteristics can tell us about how they live, which helps us better understand their needs.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Observe interactions of animals and their surroundings Handle animals carefully, and participate in the care and feeding of classroom animals Observe and describe the structures of a variety of common animals Learn that stories sometimes give animals attributes they do not really have <p>Key Concepts: Form/Function/Perspective/Responsibility Transdisciplinary Skills: Research/Social/Communication Learner Profile Attributes: Caring/Inquirer</p>
<p align="center">1st Central Idea: <i>Citizens work together toward common goals in a community.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Types of communities Roles and responsibilities of citizens in a community Purpose of rules and laws Similarities and differences of local and global communities <p>Key Concepts: Responsibility/Reflection/Connection/ Causation Transdisciplinary Skills: Self-management/Social/ Communication Learner Profile Attributes: Principled/Balanced/Knowledgeable</p>	<p align="center">1st Central Idea: <i>Societies will change over time and also stay the same.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Why our history is important How the passage of time affects me How changes in technology influence our lives How world events have influenced changes in our society <p>Key Concepts: Change/Causation/Form Transdisciplinary Skills: Research/Communication Learner Profile Attributes: Knowledgeable/Reflective/ Communicator/Risk-taker</p>	<p align="center">1st Central Idea: <i>People celebrate what is important to them.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How we express ourselves through celebrations Why we express ourselves through celebrations Similarities and differences between celebrations worldwide <p>Key Concepts: Perspective/Connection/Form/Reflection Transdisciplinary Skills: Thinking/Social/Communication Learner Profile Attributes: Knowledgeable/Open-minded/ Communicator</p>	<p align="center">1st Central Idea: <i>People use science and technology to observe weather.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Observe, describe, and record the types of and changes in weather across the seasons Become familiar with instruments used to monitor and measure air and weather conditions Understand how liquids, solids, and gasses relate to weather How weather changes around the world <p>Key Concepts: Form/Change/Causation Transdisciplinary Skills: Communication/Research/ Thinking Learner Profile Attributes: Knowledgeable/Thinkers/ Communicators</p>	<p align="center">1st Central Idea: <i>People create systems to exchange goods and services.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How do people exchange goods and services worldwide? Differences between wants and needs What are goods, how are they created, and how do they get to people? <p>Key Concepts: Function/Connection/Causation Transdisciplinary Skills: Self-management/ Communication/Social Learner Profile Attributes: Inquirer/Balanced/Reflective/Thinker</p>	<p align="center">1st Central Idea: <i>Organisms have basic needs to live.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What are the needs of growing plants and animals in different climates around the world? What are the changes that occur as plants and animals grow? Compare the basic needs of plants and animals What are the structures and function of organisms? <p>Key Concepts: Form/Change/Function Transdisciplinary Skills: Communication/Research/ Thinking Learner Profile Attributes: Inquirer/Knowledgeable/Thinker/ Caring</p>
<p align="center">2nd Central Idea: <i>Respecting differences in others helps us get along.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How people are different and similar, and how to respect differences in others How differences can lead to conflict Ways to resolve conflict (compromise, listen, rules, laws) How to work effectively in a group setting <p>Key Concepts: Perspective/Responsibility/Reflection Transdisciplinary Skills: Social/Communication/Thinking Learner Profile Attributes: Open-Minded/Principled/ Communicator</p>	<p align="center">2nd Central Idea: <i>Discovering and understanding our ancestors will help us appreciate beliefs and values.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The structure of extended families The origin of our cultures (families) Reading and using maps Traditions/artifacts Different types of families <p>Key Concepts: Change/Perspective/Connection Transdisciplinary Skills: Research/Thinking Learner Profile Attributes: Knowledgeable/Thinker/ Communicator</p>	<p align="center">2nd Central Idea: <i>Performances are a way of expression and enjoyment for both actors and audience.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Creating a good performance; feedback from audience affects performances Performances around the world; performance is a form of communication Different types of performances <p>Key Concepts: Reflection/Perspective Transdisciplinary Skills: Communication/Self-management Learner Profile Attributes: Risk-Taker/Communicator/Reflector</p>	<p align="center">2nd Central Idea: <i>Balance and Motion explains movement in everyday life.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The characteristics of balance The types of movement The interconnectedness of force and motion Understanding how balance and motion affect the human body <p>Key Concepts: Connection/Causation Transdisciplinary Skills: Thinking/Self-management Learner Profile Attributes: Balanced/Inquirer</p>	<p align="center">2nd Central Idea: <i>Rocks and minerals influence societies.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Inquiry into characteristics of rocks, minerals, fossils, and soil Inquiry into how rocks are transformed for human use Inquiry into uses of rocks throughout our communities Inquiry into the different uses of rocks around the world Inquiry into how rocks influence ways of life <p>Key Concepts: Form/Change/Connection Transdisciplinary Skills: Research/Thinking Learner Profile Attributes: Cooperation/Knowledgeable/ Curiosity/Thinker</p>	<p align="center">2nd Central Idea: <i>Living things have predictable life cycles characterized by physical changes.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Observe the similarities and differences of the life cycles that different types of living things exhibit Describe the major phases of life cycles of different living things including butterflies, mealworms, and silkworms Changes in the body parts throughout the life cycle Compare and contrast different life cycles to themselves and other living things <p>Key Concepts: Change/Form/Function Transdisciplinary Skills: Research/Self-Management Learner Profile Attributes: Caring/Risk-taker/Inquirer</p>
<p align="center">3rd Central Idea: <i>Poetry is a form of self-expression.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What is a poem? Interpretation of poetry Similarities and differences between different types of poetry How poetry is a form of personal expression and perspective <p>Key Concepts: Form/Perspective/Connection Transdisciplinary Skills: Communication/Thinking Learner Profile Attributes: Communicator/Open-Minded/ Reflective</p>	<p align="center">3rd Central Idea: <i>Leaders influence Societies.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Qualities of an effective leader Understandings how personal histories shape leaders Rights and responsibilities of citizens Rules and laws <p>Key Concepts: Causation/Responsibility/Reflection Transdisciplinary Skills: Social/Communication/Research Learner Profile Attributes: Risk-taker/Principled/Communicator</p>	<p align="center">3rd Central Idea: <i>Storytelling and art is a way to express personal and cultural beliefs.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Interpretation and understanding of different cultures through storytelling Components or writing structure of tales Common themes of literature connect cultures <p>Key Concepts: Form/Reflection/Perspective/Connection Transdisciplinary Skills: Communication/Research/Critical thinking Learner Profile Attributes: Thinker/Communicator</p>	<p align="center">3rd Central Idea: <i>Objects in space move in regular and predictable patterns that can be recorded and analyzed.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Solar system and galaxies/universe Movement of objects that are part of the solar system Constellations <p>Key Concepts: Causation/Change/Connection Transdisciplinary Skills: Thinking/Communication/ Research/ Learner Profile Attributes: Knowledgeable/Inquirer/Reflective</p>	<p align="center">3rd Central Idea: <i>The exchange of goods and services drives economic systems.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Production of goods and services Exchange of goods and services Economic choices <p>Key Concepts: Form/Function/Causation Transdisciplinary Skills: Self-management/Social/Thinking Learner Profile Attributes: Principled/Balanced</p>	<p align="center">3rd Central Idea: <i>Survival depends on how we adapt.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Different habitats Locations of habitats around the world Connections between habitats and adaptations How habitats are affected by human interference How humans can work to protect habitats <p>Key Concepts: Form/Function/Connection/Responsibility Transdisciplinary Skills: Thinking/Self-management Learner Profile Attributes: Caring/Reflective</p>
<p align="center">4th Central Idea: <i>A balance between factors such as nutrition, exercise and routines contributes to human health.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Identify what we ingest and how we use our time Conduct self-evaluations of our choices and health Document changes in choices and outcomes <p>Key Concepts: Change/Responsibility/Reflection Transdisciplinary Skills: Thinking/Self-management Learner Profile Attributes: Balanced/Reflective</p>	<p align="center">4th Central Idea: <i>Migrations may transform social, political and economic systems.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The impetus of migration (forced/unforced) The impact of immigrants on the indigenous population and/or established communities The change in societies resulting from immigration <p>Key Concepts: Causation/Change/Perspective Transdisciplinary Skills: Social/Research Learner Profile Attributes: Open-minded/Communicator</p>	<p align="center">4th Central Idea: <i>Writing illuminates our beliefs.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Experience a variety of genres and authors Compare and contrast tales from different cultures Explore the history and art of writing <p>Key Concepts: Form/Change/Causation Transdisciplinary Skills: Communication/Social Learner Profile Attributes: Risk-taker/Thinker</p>	<p align="center">4th Central Idea: <i>All life is interdependent and interacts with the environment.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Identify components of various ecosystems Discuss similarities and differences between ecosystems Events that affect the balance of an ecosystem <p>Key Concepts: Form/Connection/Responsibility Transdisciplinary Skills: Self-management/Research Learner Profile Attributes: Knowledgeable/Caring/Reflective</p>	<p align="center">4th Central Idea: <i>Governments impact various populations in different ways.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Identify the structural elements of different forms of government Identify roles within different forms of government Compare and reflect on the advantages and disadvantages of various forms of government <p>Key Concepts: Form/Function/Reflection Transdisciplinary Skills: Thinking/Communication/ Research Learner Profile Attributes: Principled/Caring/Communicator</p>	<p align="center">4th Central Idea: <i>Energy fuels conflict.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Investigate forms of energy and sources Explore rights & responsibilities that come with ownership, production, and use of energy Explore conflicts resulting from allocations of limited resources <p>Key Concepts: Form/Connection/Responsibility Transdisciplinary Skills: Thinking/Social/Research Learner Profile Attributes: Inquirer/Open-minded</p>
<p align="center">5th Central Idea: <i>Organisms sustain life through interdependent systems.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What are the needs of all living things? What are the structures and functions of circulatory, respiratory, digestive & excretory systems? How is life sustained? <p>Key Concepts: Form/Function/Connection Transdisciplinary Skills: Research/Self-Management Learner Profile Attributes: Inquirer/Knowledgeable/Balanced</p>	<p align="center">5th Central Idea: <i>Exploration may lead to new perspectives and innovations.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Motivation of early explorers Change in global perspective or innovations Advantages or disadvantages of exploration <p>Key Concepts: Perspective/Change Transdisciplinary Skills: Research/Thinking Learner Profile Attributes: Risk-taker</p>	<p align="center">5th Central Idea: <i>Social influence and persuasion shape ideas, attitudes and behavior.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How people select words, images, and sounds to influence and persuade others How persuasion shapes and changes society How to be an informed decision maker <p>Key Concepts: Function/Causation/Perspective Transdisciplinary Skills: Communication/Thinking/Open-Minded Learner Profile Attributes: Thinker/Knowledgeable/Reflective</p>	<p align="center">5th Central Idea: <i>How people across the globe adapt to various weather and climatic conditions.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What causes severe weather? How are weather instruments and tools used to predict and track weather? How have weather events impacted our region/state/country? How have people adapted after a major weather event? <p>Key Concepts: Function/Change Transdisciplinary Skills: Research/Self-Management Learner Profile Attributes: Creativity/Knowledge/Curious</p>	<p align="center">5th Central Idea: <i>Communities are created and have a structure and purpose specific to the needs of its people.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Why do people colonize? What problems did colonists face as they organized themselves? What are the rights that different groups of people have within a colony? What is the role of government and how does it change and evolve? Impact of colonists on land and natives <p>Key Concepts: Function/Change Transdisciplinary Skills: Thinking/Communication/ Research Learner Profile Attributes: Reflective/OpenMinded/ Knowledgeable</p>	<p align="center">5th Central Idea: <i>Change is created when an ignored population is forced into action.</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The difference between a war, coup, rebellion, invasion, protest, and dissent Populations that have revolted (Amer., French, Haitian) Similarities in Revolutions Events/causes that led up to the revolution Revolutionary leaders <p>Key Concepts: Reflection/Responsibility/Causation Transdisciplinary Skills: Social/Communication Learner Profile Attributes: Risk-Takers/Communicators/ Principled</p>