

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.	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 2

RELATED CONCEPT	RELATED CONCEPT	RELATED CONCEPT	RELATED CONCEPT		
AWARENESS DIVERSITY	DIFFERENCES STORIES	CELEBRATION CULTURE	LIVING THINGS NEEDS		
CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA		
1/4 People are similar and different.	4/4 Fairy tales are told in different ways	2/4 People celebrate for many reasons ***Year round unit	3/4 There are living things all around us		
LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY		
* Exploring body (Form) *Differences in families (Causation) *Things we like (perspective)	*What a fairytale is (Form) *Story elements: character, setting (Form)	*What a celebration is (Form) *Different types of celebrations (Function)	*Living vs non-living (form) *Needs of living things (Form)		

<p>Misc: book “I like me”</p>	<p>*How the same story is told differently (Change)</p> <p>Misc: Books, puppets, felt boards, YouTube/smart board</p>	<p>*Similarities and differences between celebrations. (Connection)</p>	<p>*Human interaction with other living things (connection)</p> <p>Misc: Bugs? Gardening? Hungry Caterpillar, Grouchy Ladybug, etc.</p>		
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Year 3-4 (TK)

RELATED CONCEPT	RELATED CONCEPT	RELATED CONCEPT	RELATED CONCEPT	RELATED CONCEPT	RELATED CONCEPT
Citizenship Independence		Culture Expression Tradition	Light Interaction	organization Community needs	
CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA
When we collaborate, our community and learning grows. (1) August-October 1st		Food is one of the ways cultures express themselves. (2)	People interact with light for different purposes. (4)	People may create organizations to meet the needs of their community. (3)	
LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY
<ul style="list-style-type: none"> *Different roles at school. (Form) *Ways to care for others within the classroom. (Responsibility) *Ways to collaborate and results of collaboration (Responsibility) 		<ul style="list-style-type: none"> *Traditional foods from around the world (form) *Points of view on different flavors (perspective) *Similarities and differences of food in different cultures (connection) 	<ul style="list-style-type: none"> *Use of light in everyday life (function) *Interaction of living things with light (connection) *The way light changes (Change) <p>Field trip: The Zimmer Museum- they have a cool light/shadow experience</p> <p>Misc. notes: day and night (animals, activities)</p>	<ul style="list-style-type: none"> *Jobs related to safety and health (Form) *Purpose of different organizations (Function) *Personal responsibilities for safety and health (Responsibility) <p>Field trip: fire station/police officer</p>	

GRADE 1

RELATED CONCEPT 1	RELATED CONCEPT 2	RELATED CONCEPT 6	RELATED CONCEPT 3	RELATED CONCEPT 5	RELATED CONCEPT 4
COMMUNITY Right Responsibility	SHELTER Location	COMMUNICATION CREATIVITY	PATTERN Adaptation PREDICTION	DECISION MAKING Need/Want	INTERDEPENDENCE Impact
CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA
Individuals and groups have rights and responsibilities to their communities.	Location and resources play an important part in how shelters are built.	People communicate ideas through creative writing and performing	Understanding nature’s patterns helps people adapt.	People learn to make decisions based on their needs and wants.	Plants are an important part of our world and our actions can impact them.
LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY
*Characteristics of a community(Form) *rights and responsibilities (Form) *Rules and Consequences (Responsibility)	*Different types of shelters/homes (Form) *The role of location and available resources in home structures (Change) *Use of outside resources effect on the environment (Causation)	*Process of writing (Function) *Communicating messages through writing *Performing for an audience *(Perspective)	*Exploring patterns in nature (day/night/seasons/moon cycle) (Function) *Tools to predict patterns (Form) *Preparing for weather conditions (Change)	*People’s needs and wants (Form) *Making wise choices based on needs and wants (Reflection) *Reasons people’s needs are met differently (Causation)	*Understanding plants (Function) *Why plants are important (Connection) *Actions that impact the plants (Responsibility) *Different purposes of plants (Change)

GRADE 2

RELATED CONCEPT (1)	RELATED CONCEPT (2)	RELATED CONCEPT (3)	RELATED CONCEPT (4)	RELATED CONCEPT (5)	RELATED CONCEPT (6)
HEALTH ROUTINE CHOICE	HERO RESPONSIBILITY ACTION	CREATIVITY COMMUNICATION	PROCESS SCIENCE	DECISION MAKING VALUE MONEY	INTERACTIONS SUSTAINABILITY CONSERVATION

CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA
Making balanced choices about daily routines enables us to have a healthy lifestyle	Heroes take responsibility for the world by taking actions for local and global issues.	Creative expression provides ways to communicate ideas and emotions.	Through scientific processes we can gain a greater understanding of the world around us.	Decisions about money may affect our everyday life.	People interact with and value the natural environment in different ways.
LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY
*Different choices people make to be healthy (Perspective) *What makes a balanced lifestyle (Function) *Personal accountability and goal setting (Responsibility)	*What makes a hero (Perspective) *People who influenced the world (Change) *Actions that create change (Responsibility)	*Various styles of poetry (Form) *How to people convey ideas/emotions through poetry (Perspective) *Figurative language use (Function)	*Scientific method (Form) *Collecting and organizing data (Function) *Contribution of science to modern day (Change)	*History of money (change) *The ways in which money is managed (Function) *How money is earned (Function) *Goods and services people provide (Connection)	*Reasons some animals are endangered (Causation) *Basic needs of animals (Form) *Personal actions that harm or benefit the local environment (Responsibility)

GRADE 4					
RELATED CONCEPT (2)	RELATED CONCEPT (4)	RELATED CONCEPT (1)	RELATED CONCEPT (3)	RELATED CONCEPT (5)	RELATED CONCEPT (6)
SYSTEMS Interdependence	Location Landform	Communication Technology	Impact Properties	Migration Economy	Limitations Sustainability
CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA
Knowing about and respecting my own body helps me understand what it means to be human.	Earth's landforms change based on the location.	Changes in technology impact the way people discover, communicate and share their ideas and beliefs.	Ability to manipulate matter relies on human understanding of its properties.	Human migrations affect the economy of a place.	Water is essential to life, and is a limited resource for many people.

LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY
<p>*Human body systems (Form)</p> <p>*Diseases and disorders that affect body systems (Function)</p> <p>*How to keep our body healthy (Responsibility)</p>	<p>*Earth's landforms (Form)</p> <p>*Creating and reading maps (Function)</p> <p>*Slow changes in the landforms (Causation)</p>	<p>*Different communication technologies and their purposes (Function)</p> <p>*Effects of technology on human expression (Perspective)</p> <p>*Responsible use of technology (Responsibility)</p>	<p>*Properties and states of matter (Function)</p> <p>*How matter changes (Change)</p> <p>*Creating new substances (Change)</p>	<p>*Human migrations in the past (Causation)</p> <p>*Effects of migrations on local economy (Causation)</p> <p>*Connections between past and present economies (Connection)</p>	<p>*Sources of water and how water is used (Function)</p> <p>*Water Conservation (Connection)</p> <p>*Distribution and availability of usable water (Responsibility)</p>

GRADE 6					
RELATED CONCEPT (5)	RELATED CONCEPT (2)	RELATED CONCEPT (6)	RELATED CONCEPT	RELATED CONCEPT (1)	RELATED CONCEPT (4)
Cycles Growth	Culture Geography Impact	Design Collaboration	Classification Pattern System	Equality Rights	Creativity Diversity Stereotypes
CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA	CENTRAL IDEA
Understanding reproduction and heredity helps us understand the nature of self.	Past civilizations shape present day.	Collaboration during the design process can help you extend and enjoy your creativity.	People create systems to classify things.	Organizations and individuals can take actions to protect children from the risks they face.	People's outward appearance can lead to perceptions, misconceptions and conflict.
LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY	LINES OF INQUIRY
<p>*Reproduction as part of a life cycle (CHANGE)</p> <p>*Reproductive Process (CHANGE)</p>	<p>*Characteristics of different civilizations (Egypt-Greece-Mesopotamia- Kush-Early</p>	<p>*what design cycle is (Form)</p>	<p>*Categories to classify living things (Form)</p> <p>*Reasons for different classifications (Causation)</p>	<p>*Challenges and risks that children face (causation)</p>	<p>*Personal adornments, clothing and identity (Change)</p>

<p>*Genetics and hereditary factors (CONNECTION)</p>	<p>Civilizations of India-China-Rome) (FORM) *Similarities and differences between the civilizations (CONNECTION) *Impact of the past civilizations on present day (CAUSATION)</p>	<p>*How design process/cycle works (Function) *What makes collaboration successful (Responsibility)</p>	<p>*Similarities and differences between the classified groups (Connection)</p>	<p>* How children respond to challenges and risks (function) * Ways in which individuals, organizations and nations work to protect children from risk (responsibility)</p>	<p>* Impact of first impressions (Perspective) *Countering misconceptions (Function) *connection between outward appearance and equal opportunity (Connection)</p>
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