



WHO WE ARE	WHERE WE ARE IN PLACE & TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><i>Central Idea:</i> The choices people make affect their relationship with the world around them.</p> <p><i>Key concepts:</i> perspective, responsibility, reflection <i>Related concepts:</i> relationships</p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> working together strategies to problem solve understanding the feelings of others <p><i>Learner Profile Attributes:</i> caring, communicators, principled</p> <p><i>August-mid-October</i></p>	<p><i>Central idea:</i> Technology changes how we get from place to place.</p> <p><i>Key concepts:</i> change, causation, function <i>Related concepts:</i> transportation</p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> how and why transportation changes how place and reason impact transportation changes advantages/disadvantages of types of transportation <p><i>Learner Profile Attributes:</i> knowledgeable, thinker</p> <p><i>mid-October-December</i></p>	<p><i>Central idea:</i> People balance ideas and needs during the design process.</p> <p><i>Key concepts:</i> function, connection, perspective, <i>Related concepts:</i> architecture</p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> balance between function and beauty weather's effect on design perspectives of beauty through clothing and architecture <p><i>Learner Profile Attributes:</i> open-minded, risk-taker</p> <p><i>February-mid-March</i></p>	<p><i>Central idea:</i> People use force and motion to solve problems in work and play.</p> <p><i>Key concepts:</i> function, causation, reflection <i>Related concepts:</i> pushes, pulls, work, energy</p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> why things move how movement changes how force and motion effect work <p><i>Learner Profile Attributes:</i> balanced, principled, thinker</p> <p><i>December-January</i></p>	<p><i>Central idea:</i> Different parts of a community work together to impact the lives of the people who live there.</p> <p><i>Key concepts:</i> causation, form, perspective <i>Related concepts:</i> community</p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> ways to contribute to a community how different parts of a community connect roles and responsibilities differences in community services <p><i>Learner Profile Attributes:</i> inquirer, knowledgeable</p> <p><i>mid-March-April</i></p>	<p><i>Central idea:</i> Living things rely on one another and their environment for their needs</p> <p><i>Key concepts:</i> form, connection, responsibility <i>Related concepts:</i> growth, plants, living, non-living</p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> living and non-living how humans and plants rely on each other parts of plants caring for living things <p><i>Learner Profile Attributes:</i> balanced, caring, inquirer</p> <p><i>May-June</i></p>



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<p>Central Idea: People's individual talents contribute to the strength of the group.</p> <p><i>Key concepts: function, connection, responsibility</i> <i>Related concepts: cooperation, communication, identity</i></p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> • unique knowledge and interests of individuals • individual contributions to the group • how individuals impact others • how groups collaborate to make decisions and work effectively <p><i>Learner Profile Attributes: caring, communicators</i></p> <p><i>August-mid-October</i></p>	<p>Central Idea: Learning about differences around the world helps us understand how we live</p> <p><i>Key concepts: change, perspective, connection</i> <i>Related concepts: education</i></p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> • how schools are the same • how schools are different • how location affects schools <p><i>Learner Profile Attributes: inquirer, open-minded, thinker</i></p> <p><i>mid-October-November</i></p>	<p>Central Idea: Celebrations and traditions are expressions of shared beliefs and values.</p> <p><i>Key concepts: perspective, reflection, form</i> <i>Related concepts: character, presentation, creative expression</i></p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> • why people celebrate • features of traditions and celebrations • symbolic representations of celebrations and traditions • what meaning people assign to celebrations and traditions <p><i>Learner Profile Attributes: balanced, communicator, reflective</i></p> <p><i>December-January</i></p>	<p>Central Idea: Light and sound help people to experience the world.</p> <p><i>Key concepts: function, causation, connection</i> <i>Related concepts: communication</i></p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> • how light and sound are made • how external factors alter light and sound • communicating using light and sound <p><i>Learner Profile Attributes: thinkers, communicators, risk-takers</i></p> <p><i>February-mid-March</i></p>	<p>Central Idea: People create and use systems to manage resources</p> <p><i>Key concepts: form, change, responsibility</i> <i>Related concepts: systems, resources</i></p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> • types of systems • connection between cultural systems, communities and individuals • responsibility of individuals to a community's system <p><i>Learner Profile Attributes: balanced, principled, caring</i></p> <p><i>mid-March-April</i></p>	<p>Central Idea: Survival may be impacted by physical structures, behaviors, and human interactions</p> <p><i>Key concepts: form, causation, reflection</i> <i>Related concepts: structure, life cycle</i></p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> • physical structures of animals for survival • behaviors of animals for survival • how people affect resources needed by living things <p><i>Learner Profile Attributes: inquirer, knowledgeable, risk-taker</i></p> <p><i>May-June</i></p>



Second Grade

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<p>Central Idea: Learning about different cultures helps develop a better understanding of ourselves and others.</p> <p>Key concepts: perspective, form, reflection <i>Related concepts: culture</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> family culture cultural diversity characteristics of culture <p>Learner Profile Attributes: caring, principled, tolerance</p> <p><i>August-mid-October</i></p>	<p>Central Idea: Understanding differences in places and journeys helps us better understand the world and each other.</p> <p>Key concepts: form, causation, connection <i>Related concepts: heritage, geography</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> how we represent places the relationship of our location to other parts of the world family journeys to current home <p>Learner Profile Attributes: balanced, communicator</p> <p><i>mid-October-November</i></p>	<p>Central Idea: People express ideas, feelings and values through stories.</p> <p>Key concepts: function, perspective, connection <i>Related concepts: design, illustration, self-expression</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> similarities and differences in stories across cultures Expression of ideas, feelings and values through stories morals and lessons <p>Learner Profile Attributes: knowledgeable, open-minded risk-taker</p> <p><i>December-January</i></p>	<p>Central Idea: People use properties, characteristics and purpose to design.</p> <p>Key concepts: form, change, function <i>Related concepts: matter, properties</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> observable properties evaluation of materials based on purpose combining and changing materials <p>Learner Profile Attributes: inquirer, reflective</p> <p><i>February-mid-March</i></p>	<p>Central Idea: People work collaboratively within organizations to pursue a common goal</p> <p>Key concepts: function, connection, responsibility <i>Related concepts: leadership, organization</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> purposes of organizations strategies for problem solving in organizations Individual contributions to the success of organizations <p>Learner Profile Attributes: inquirer, thinker</p> <p><i>mid-March-April</i></p>	<p>Central Idea: Human choices affect living communities and the relationships between them.</p> <p>Key concepts: connection, responsibility, causation <i>Related concepts: habitat, conservation</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> plant needs for growth human impact on living communities interconnectedness of living things <p>Learner Profile Attributes: open-minded, principled, risk-taker</p> <p><i>May-June</i></p>



Third Grade

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<p>Central Idea: People's interactions are influenced by beliefs, values and experiences and they may change.</p> <p><i>Key concepts: causation, perspective, change</i> <i>Related concepts: responsibility, communication, culture</i> <i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> • how differences can affect interactions • how experiences can inform individual beliefs and values • how experiences, beliefs and values can lead to action and change <p><i>Learner Profile Attributes: thinker, principled, risk-taker</i></p> <p><i>December-January</i></p>	<p>Central Idea: Geography affects how people live and their interconnectedness to other peoples.</p> <p><i>Key concepts: form, causation, change</i> <i>Related concepts: location, geography, employment</i> <i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> • geographic features related to the sea • impact of geography on people in a community • trade, travel and community change <p><i>Learner Profile Attributes: knowledgeable, open-minded, inquirer</i></p> <p><i>mid-October-November</i></p>	<p>Central Idea: Media can impact our thinking and decision-making</p> <p><i>Key concepts: perspective, connection, responsibility</i> <i>Related concepts: media</i> <i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> • underlying messages in media • influence of media messages on beliefs and behaviours • responsible media choices <p><i>Learner Profile Attributes: thinker, knowledgeable, communicator</i></p> <p><i>mid-March-April</i></p>	<p>Central Idea: Innovation leads to technological advancement which can impact society and the environment.</p> <p><i>Key concepts: form, function, reflection</i> <i>Related concepts: invention, technological improvement</i> <i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> • behaviors and uses of magnets • role of design process in technological advancement <p><i>Learner Profile Attributes: inquirer, communicator, risk-taker</i></p> <p><i>February-mid-March</i></p>	<p>Central Idea: People can create or change human systems.</p> <p><i>Key concepts: form, function, responsibility</i> <i>Related concepts: government, citizenship</i> <i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> • governmental structures • how governmental structures function • rights and responsibilities of citizens <p><i>Learner Profile Attributes: reflective, principled</i></p> <p><i>August-mid-October</i></p>	<p>Central Idea: There is a relationship between living things, human activities and the environment; each impacts the other.</p> <p><i>Key concepts: connection, form, causation</i> <i>Related concepts: ecosystem, biodiversity</i> <i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> • Impact of human activities on the environment • connection between adaptations and survival in an environment • diverse life cycles <p><i>Learner Profile Attributes: balanced, caring, thinker</i></p> <p><i>May-June</i></p>



Fourth Grade

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