|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Age | An Inquiry into  Who We Are | An Inquiry into  Where we are in place and time | An Inquiry into  How we organize ourselves | An Inquiry into  Sharing the planet | An Inquiry into  How the world works | An Inquiry into  How we express ourselves |
| 5-6  Years  K | *Central idea:*  The choices we make can affect our health and the health of others    *Key concepts:*  Causation, Responsibility    *Related concepts: Diet, nutrition, balance*    *Lines of Inquiry:*  -Food choices that create a healthy body  -Activities that create a healthy body  -Choices that help keep us safe | *Central idea*:  Family members work together and care for eachother    *Key concepts*:  Reflection, Responsibility,  Function    *Related concepts*: Family, roles, change, employment, growth    *Lines of Inquiry*:  -Families have similarities and differences  -Careers are important to provide needs and wants for family  -Family members have responsibilities | *Central idea*:  Community members depend on each other    *Key concepts*:  Form, Function    *Related concepts*: community, cooperation    *Lines of Inquiry*:  -The different communities in which we belong  -Rules communities need in order to function  - Procedures that keep us safe | *Central idea*:  All living things interact with and impact the environment    *Key concepts*:  Form, Causation, Responsibility    *Related concepts*: weather, environment, animal behavior    *Lines of Inquiry*:  -How weather affects plant and animal life  -What plants and animals need to survive  -How plants and animals can change the environment | *Central idea*:  Actions create reactions    *Key concepts*:  Change, Causation    *Related concepts*: Force, Push, Pull, Energy    *Lines of Inquiry*:  -How forces affect movement  -Actions make a difference | *Central idea*:  People choose to communicate in different ways    *Key concepts*:  Change, Perspective, Reflection    *Related concepts*: emotions, behavior, choices    *Lines of Inquiry*:  -Emotions are a way we communicate  -Communication changes based on the way we feel  -People communicate through a variety of mediums |
|  |  |  |  |  |  |  |
| 6-7  Years  1st | *Central idea*:  Celebrations and traditions reflect cultural diversity    *Key concepts*:  Perspective, Causation, Reflection    *Related concepts*: values, celebrations, culture    *Lines of Inquiry*:  -the traditions that people value  -The reasons people celebrate  -The diverse ways that holidays and traditions are celebrated  -How culture influences holidays, celebrations and traditions | *Central idea*:  Lives are affected by seasonal changes    *Key concepts*:  Change, Connection, Causation    *Related concepts*: patterns, environment    *Lines of Inquiry*:  -How people and animals prepare for seasonal changes  -How seasonal changes affect living beings  -How the passage of time is recorded | *Central idea*:  Communities grow and prosper when people work together    *Key concepts*:  Connection, Function, Responsibility    *Related concepts*: symbols, business, wants/needs    *Lines of Inquiry*:  -How symbols show an important part of our history  -Symbols that represent the community where we learn and grow  -How communities provide us with what we need and want | *Central idea*:  Living things are dependent on each other to thrive    *Key concepts*:  Function, Connection, Change    *Related concepts*: growth, organisms, plants, animals    *Lines of Inquiry*:  -Living things are connected  -Life cycle of plants and animals  -Structure of plants and animals | *Central idea*:  Energy can change the way we live    *Key concepts*:  Form, Function, Change    *Related concepts*: light energy, sound energy    *Lines of Inquiry*:  -Forms of energy  -How energy affects the way we live  - evidence of energy around us | *Central idea*:  The actions and reactions of leaders and team members affects how a team functions.    *Key concepts*:  Responsibility, Function Perspective    *Related concepts*: systems, leadership, teamwork    *Lines of Inquiry*:  -What it means to be a leader  -The responsibilities and actions of a leader  -the responsibilities and actions of team members  -How classroom systems help us function. |
| Age | An Inquiry into  Who We Are | An Inquiry into  Where we are in place and time | An Inquiry into  How we organize ourselves | An Inquiry into  Sharing the planet | An Inquiry into  How the world works | An Inquiry into  How we express ourselves |
| 7-8  Years  2nd | *Central idea*:  Balanced lifestyle choices maintains our healthiest self.    *Key concepts*:  Responsibility, Connection, Causation    *Related concepts*: fitness, health, nutrition, emotions    *Lines of Inquiry*:  -Healthy eating habits  -benefits of physical fitness  -emotional health | *Central idea*:  Experiences, stories, and events are important to remember and share.    *Key concepts*:  Change, Reflection, Perspective    *Related concepts*: narratives, time-lines, historical events    *Lines of Inquiry*:  -The sharing of historical events  -Personal histories  -Community histories | *Central idea*:  Communities function to meet the wants and needs of its members    *Key concepts*:  Function, Connection, Causation    *Related concepts*: systems, organization, community, structure    *Lines of Inquiry*:  -Reasons people live in their community  -Changes a community makes depending on the wants and needs of the community over time  -Systems and services a community develops to support its members | *Central idea*:  Plant and animal life is diverse and adaptive across a variety of habitats    *Key concepts*:  Causation, Change, Connection    *Related concepts*: interdependence, survival, habitats    *Lines of Inquiry*:  -Living things have needs for survival  -Living things are interdependent  -Living things adapt to their environment | *Central idea*:  Changes in the earth’s surface require humans to use their knowledge and problem solve.    *Key concepts*:  Change, Form, Responsibility    *Related concepts*: landforms, erosion    *Lines of Inquiry*:  -Physical characteristics of landforms  -Causes and effects of erosion  -Land formations created by changes in the earth | *Central idea*:  Art is an expression of human feelings and ideas and is open to interpretation.    *Key concepts*:  Form, Perspective, Reflection    *Related concepts*: Art, history, interpretation, dance    *Lines of Inquiry*:  -What constitutes art  -Ways we use art to express our feelings and ideas  -art appreciation |
|  |  |  |  |  |  |  |
| 8-9  Years  3rd | *Central idea*:  Nature and nurture influence who we are    *Key concepts*:  Causation, Form, Connection    *Related concepts*: Heredity, traits, patterns    *Lines of Inquiry*:  -An individual’s personal traits  -Traits Organisms are born with  -Personal traits that can be developed (attitudes can be chosen) | *Central idea*:  Communities are connected by resources and the people who live there.    *Key concepts*:  Responsibility, Connection, Change    *Related concepts*:    *Lines of Inquiry*:  -An inquiry into resources and their uses  -how communities are developed  -how communities function | *Central idea*:  Systems help us to navigate our world    *Key concepts*:  Form, Function, Change    *Related concepts*: geography, maps, organization    *Lines of Inquiry*:  -The various kinds of systems that help orient us  -Exploring our world  -The systems that help organize our thinking | *Central idea*:  Nature influences living things    *Key concepts*:  Connection, Form, Function    *Related concepts*: climate, interdependence, survival    *Lines of Inquiry*:  -Climate within regions vary  -Living things use and adapt to their surroundings  - People use available resources to survive | *Central idea*:  Forces affect the earth and the activity of living things    *Key concepts*:  Causation, Responsibility, Connection    *Related concepts*: force, motion, weather, energy,, movement    *Lines of Inquiry*:  -Force affects motion  -Forces of nature can create natural hazards  -Humans can benefit from natural force  - Humans can reduce the impact of natural forces | *Central idea*:  Many forms of art can be used to express thoughts, feelings and emotions    *Key concepts*:  Reflection, Form, Perspective    *Related concepts*: creativity, mood, feeling, structure    *Lines of Inquiry*:  -Using poetry to express thoughts and feelings  -Word choice affects interpretation  -Voice affects interpretation |
|  |  |  |  |  |  |  |
| Age | An Inquiry into  Who We Are | An Inquiry into  Where we are in place and time | An Inquiry into  How we organize ourselves | An Inquiry into  Sharing the planet | An Inquiry into  How the world works | An Inquiry into  How we express ourselves |
| 9-10  Years  4th | *Central idea*:  Physical structures of organisms support life.    *Key concepts*:  Form, Function, Connection    *Related concepts*: structure, system, survival    *Lines of Inquiry*:    -Systems of the human body  -how plant structures support life  -how animal structures support life (including humans) | *Central idea*:  Migration is a response to stimuli that pushes or pulls    *Key concepts*:  Causation, Connections, Change    *Related concepts*: migration, settlement patterns    *Lines of Inquiry*:  -The reasons for migration  -Migration past and present  -Effect of migration on communities, cultures and individuals | *Central idea*:  An organization functions according to the decisions of its members    *Key concepts*:  Function, Responsibility, Perspective    *Related concepts*: government, liberty, contribution, systems    *Lines of Inquiry*:  -rights responsibilities and opportunities to take action  -Function of branches within state government  -Development of independent thought and logical communication of ideas | *Central idea*:  Energy is derived from natural resources and its use can affect the environment    *Key concepts*:  Causation, Form,, Responsibility    *Related concepts*: Energy, resources, environment, conservation    *Lines of Inquiry*:  -Energy is found in different forms and sources  -How energy is transferred  -How humans impact the environment by harvesting natural resources to use as energy | *Central idea*:  Humans can reduce the impact of natural Earth processes that happen over time.    *Key concepts*:  Causation, Reflection, Change    *Related concepts*: Force, cause and effect    *Lines of Inquiry*:  -How Earth’s surface changes over time.  -Weathering and erosion  -Human response to Earth’s process. | *Central idea*:  People express beliefs, values and culture through the use of resources available to them.    *Key concepts*:  Perspective, Reflection, Responsibility    *Related concepts*:  Beliefs, values, culture, geography    *Lines of Inquiry*:  -Indigenous peoples’ use of natural resources  -Verbal and nonverbal communication and interactions  -Cultural symbols used to express values and beliefs |
|  |  |  |  |  |  |  |
| 10-11  Years  5th | *Central idea*:  Success is something that is acquired    *Key concepts*:  Reflection, Causation, Change    *Related concepts*: creativity, progress, skills, endurance (grit)    *Lines of Inquiry*:  -What people need to be successful  -Characteristics of successful people  Challenges people overcome | *Central idea*:  How we view global issues depends on our perspective    *Key concepts*: Connection, Causation, Perspective    *Related concepts*: migration, exploration, conflict    *Lines of Inquiry*:  -Point of view affects opinion  -People must work together in order to ensure survival  -People move for a variety of reasons  -Effective communication for persuasion | *Central idea*:  Government and economic decisions affect citizens    *Key concepts*:  Causation, Function, Responsibility    *Related concepts*: Government, economics    *Lines of Inquiry*:  -Free enterprise, financial literacy and career readiness  -How the government is structured and designed  -The design of the Constitution of the United States | *Central idea*:  Conflicts can arise when one group of people has power over another    *Key concepts*:  Causation, Change, Reflection    *Related concepts*: Government, revolution, oppression, power    *Lines of Inquiry*:  -How the abuse of power can cause conflict  -How individuals respond to an unjust situation  Conflict agreements: treaties, pacts, compromises | *Central idea*:  Technology helps monitor and adjust matter in environments to allow living things to thrive.    *Key concepts*:  Function, Connection, Change, Perspective  *Related concepts*: interdependence, life cycle  *Lines of Inquiry*:  -How matter cycles through the environment  -Living things and their interaction with the environment -Technological advancements and the environment | *Central idea*:  An individual’s expression(s) and action(s) can make an impact on a community    *Key concepts*: Form, Responsibility, Reflection    *Related concepts*: art, community, botony    *Lines of Inquiry*:  -Elements of design  -how an individual’s actions can affect and inspire others to take action  -ways people can take action in a community |