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| Age/ Grade | An Inquiry into: | | | | | |
| 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.* | *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.* | *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* | *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.* | *Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.* |
| **Ages 4-5**  **Preschool** | **Central Idea: Friendships help people grow and learn.**  **Key Concepts: form, function, connection**  **Related Concepts: similarities/differences, relationships**  **Lines of inquiry:**   * Why friendships are important * What makes a friendship * Creating healthy friendships |  | **Central Idea: Words and play help to communicate.**  **Key Concepts: perspective, responsibility**  **Related Concepts: behavior, opinions, citizenship**  **Lines of Inquiry:**   * Ways to communicate * Verbal and non-verbal communication * Ways to play in a variety of settings | **Central Idea: Seasons can impact daily life.**  **Key Concepts: change, causation**  **Related Concepts: cycles, patterns**  **Lines of Inquiry:**   * Daily activities and routines * How the environment changes with seasons * Climate and location | **Central Idea: People plan and organize to help them learn and grow.**  **Key Concepts: responsibility, function**  **Related Concepts: choice, interaction**  **Lines of Inquiry:**   * Ways to organize * Different activities within a day * How to plan an event |  |
| **Ages 4-5 Young 5’s** | **Central Idea: People work together to form a school community.**  **Key Concepts: form, function, responsibility**   **Related Concepts: organization, community**  **Lines of Inquiry:**   * **Building a learning community** * **Roles and responsibilities of people in school** * **School as a community** |  | **Central Idea: Authors and illustrators express ideas in many ways.**  **Key Concepts: form, connection, reflection**   **Related Concepts: communication, expression, organization**  **Lines of Inquiry:**   * Exploration of fiction and non-fiction * Exploration of authors * Exploration of illustrators | **Central Idea: Nature helps people learn about the world.**  **Key Concepts: change, connection, function**    **Related Concepts: exploration, natural world**  **Lines of Inquiry:**   * The five senses * Ways to explore in nature * Responsibilities in nature |  | **Central Idea: Humans interact with the environment in ways that are helpful and harmful.**  **Key Concepts: causation, responsibility, reflection**   **Related Concepts: conservation, environment**  **Lines of Inquiry:**   * How trash affects the environment * Reduce, reuse and recycle * Ways to conserve water |
| **Ages 5-6 Kindergarten** | **Central Idea: People live balanced and healthy lives.**  **Key Concepts: form, function, responsibility**  **Related Concepts: relationships, balance**  **Lines of Inquiry:**   * Structure and function of the human body * Making healthy choices * How to live a balanced life |  | **Central Idea: People creatively express themselves in a variety of ways.**  **Key Concepts: perspective, form, connection**   **Related Concepts: creativity, relationships**  **Lines of Inquiry:**   * The art of storytelling * The relationship between stories and illustrations * The arts | **Central Idea: Forces impact daily lives.**  **Key Concepts: form, function, causation**   **Related Concepts: structure, impact**  **Lines of Inquiry:**   * Pushes and pulls * Effects of gravity * Everyday forces in the real world |  | **Central Idea: Living things are interconnected.**  **Key Concepts: connection, causation, change**   **Related Concepts: interaction, environment, relationships**  **Lines of Inquiry:**   * Types of environments * Needs of and relationships between living things * The impact of humans on the environment |
| **Ages 6-7 1st Grade** | **Central Idea: Families are groups that communicate and understand each other’s needs.**  **Key Concepts: function, form**, responsibility  **Related Concepts: relationships, needs, structures**  **Lines of Inquiry:**   * Roles and responsibilities in a family * Different family structures * How families work to support each other’s needs | **Central Idea: Cultures, celebrations, customs and traditions define who we are.**  **Key Concepts: connection, perspective**   **Related Concepts: diversity, traditions**  **Lines of Inquiry:**   * What is a tradition/custom/celebration * Family traditions * Similarities and differences of other traditions, customs, and celebrations | **Central Idea: Every story has elements that enhance understanding.**  **Key Concepts: connection, perspective, function**   **Related Concepts: genre, communication**  **Lines of Inquiry:**   * Similarities and differences of stories * Different versions of similar stories * Elements of stories | **Central Idea: Living organisms have special structures and behave in certain ways to help them survive.**  **Key Concepts: function, causation, responsibility**   **Related Concepts: life, adaptations, patterns**  **Lines of Inquiry:**   * Needs of living things for survival * Characteristics and adaptations of living things * Using data to make predictions | **Central Idea: Cooperation is essential in achieving goals.**  **Key Concepts: responsibility, causation**   **Related Concepts: communication, cooperation**  **Lines of Inquiry:**   * What makes a responsible member of a team * How actions affect others * Relationship between cooperation and goals | **Central Idea: Individuals make contributions that may lead to change**  **Key Concepts: change, connection**   **Related Concepts: equality, conflict/resolution**  **Lines of Inquiry:**   * Contributions made by individuals that impact society * How individual actions can lead to change * The need for change |
| **Ages 7-8 2nd Grade** | **Central Idea: Citizens help make a community unique.**  **Key Concepts: form, function**  **Related Concepts: citizenship, property, uses of materials**  **Lines of Inquiry:**   * **Roles and responsibilities of community members** * **How where we live, work, play and serve are unique to a community** * **Decision-making** | **Central Idea: People, ideas and discoveries may change a community over time.**  **Key Concepts: perspective, function, reflection**  **Related Concepts: chronology, discovery**  **Lines of Inquiry:**   * How communities change over time * Function of a timeline * Individuals that contribute to a community | **Central Idea: People can express ideas in a variety of ways.**  **Key Concepts: connection, perspective**   **Related Concepts: identity, communication**  **Lines of Inquiry:**   * How to use patterns to express ideas * Expression through poetry * Creativity through different media | **Central Idea: Forces impact the changing Earth.**  **Key Concepts: change, causation**   **Related Concepts: erosion, geography, survival**  **Lines of Inquiry:**   * Map skills * Features of the Earth * Changes to the Earth’s surface | **Central Idea: A community is organized to meet the needs of its members.**  **Key Concepts: responsibility, function**   **Related Concepts: government, cooperation**  **Lines of Inquiry:**   * Kinds of communities * How a community’s government operates * The role of an economy in a community | **Central Idea: Living things depend on the environment for survival.**  **Key Concepts: connection, form, function**   **Related Concepts: distribution, interdependence**  **Lines of Inquiry:**   * Structure and function of plants * Diversity of life in different habitats * Relationship between living things and the environment. |
| **Ages 8-9 3rd Grade** | **Central Idea: Communities are made up of members with different beliefs and values.**  **Key Concepts: function, responsibility, perspective**   **Related Concepts: citizenship**  **Lines of Inquiry:**   * Decision-making * Structure and function of government * Public discourse and citizen involvement | **Central Idea: Exploring historical evidence helps to understand the past.**  **Key Concepts: change, causation, connection**   **Related Concepts: sources, cause, effect**  **Lines of Inquiry:**   * How historians interpret the past * Native people * Early settlements | **Central Idea: People share creative messages through writing.**  **Key Concepts: perspective, form**   **Related Concepts: communication, sequence**  **Lines of Inquiry:**   * Writing as a means of expression * Writing for an audience and a purpose * Creative presentation | **Central Idea: Inquiry inspires people to investigate and discover the world.**  **Key Concepts: function, connection, perspective**   **Related Concepts: pattern, interdependence**  **Lines of Inquiry:**   * Force and motion * Cause and effect relationships * Problem-solving strategies | **Central Idea: Systems guide decision making.**  **Key Concepts: form, function, causation**   **Related Concepts: system, choices**  **Lines of Inquiry:**   * Types of systems * Purpose of systems * Organization of systems | **Central Idea: Variations in ecosystems impact the organisms living there.**  **Key Concepts: responsibility, change, causation**   **Related Concepts: interaction, consequences**  **Lines of Inquiry:**   * Impact and effect of changing environments * Different ecosystems * Variation of traits |
| **Ages 9-10 4th Grade** | **Central Idea: Citizens have rights and responsibilities in a society.**  **Key Concepts: responsibility, form, causation**  **Related Concepts: citizenship, consequences**  **Lines of Inquiry:**   * Rights and responsibilities of citizenship * Structure and function of government * Civic participation | **Central Idea: Movement of people impacts population.**  **Key Concepts: perspective, connection, function**   **Related Concepts: adaptation, immigration, migration, cause/effect**  **Lines of Inquiry:**   * Reasons for movement * Impact of movement to or from an area * Development and growth of an area | **Central Idea: People creatively process information to express ideas and feelings.**  **Key Concepts: connection, perspective, form**   **Related Concepts: interpretation, expression**  **Lines of Inquiry:**   * Ways people receive and process information * Varying perspectives * Different ways people share information and ideas | **Central Idea: Technological advancements have an impact on society and the environment.**  **Key Concepts: causation, change, reflection**   **Related Concepts: sequence, pattern**  **Lines of Inquiry:**   * Input and output processes * Advancements in technology * Identifying and solving problems | **Central Idea: Economic choices impact how people live and organize themselves.**  **Key Concepts: form, function, causation**   **Related Concepts: economy, competition, interdependence**  **Lines of Inquiry:**   * Production, distribution and consumption * Goods and services * Market, national and international economy | **Central Idea: Earth’s resources are affected by human and natural factors.**  **Key Concepts: change, responsibility, causation**   **Related Concepts: interactions, patterns**  **Lines of Inquiry:**   * Human response to natural events * The impact of human and natural factors * The understanding of geographic features |
| **Ages 10-11 5th Grade** | **Central Idea: Human values and beliefs originate from past experiences.**  **Key Concepts: perspective, change, responsibility**   **Related Concepts: compare and contrast, persuasion**  **Lines of Inquiry:**   * Daily life of people * Group perspective * Regional differences | **Central Idea: Opportunity creates a desire in people to explore.**  **Key Concepts: perspective, causation, responsibility**   **Related Concepts: discovery, resources, space**  **Lines of Inquiry:**   * Reasons people explore * Impact of exploration * Tools and technology used for exploration | **Central Idea: People use many forms of expression to influence others and cause change.**  **Key Concepts: causation, form, perspective**   **Related Concepts: conflict, rights**  **Lines of Inquiry:**   * Reasons for revolution and conflict * How events and individuals cause change * Differing perspectives and their role in change | **Central Idea: Scientific advances on society and the environment impact people’s lives.**  **Key Concepts: function, causation, change**   **Related Concepts: structure, problem-solving, investigation**  **Lines of Inquiry:**   * EXHIBITION PLANNER 19-20 | **Central Idea: The formation and development of a system helps shape society.**  **Key Concepts: form, function, connection**   **Related Concepts: interdependence, systems**  **Lines of Inquiry:**   * Powers of government * Core values * Individual rights | **Central Idea: Communities of organisms adapt to the environment by choice and change.**  **Key Concepts: change, connection**   **Related Concepts: migration, prehistory**  **Lines of Inquiry:**   * Groups of early people and animals * Impact on the environment due to human interaction * How environmental changes affect the balance within an ecosystem |

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