

	<p><b>Who we are</b> 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><b>Where we are in place and time</b> 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><b>How we express ourselves</b> 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><b>How the world works</b> 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><b>How we organize ourselves</b> 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><b>Sharing the Planet</b> 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>T H R E E S</p>	<p><b>Title: It's All in the Family</b> <b>Subject: LA, <u>SS</u>, PSE</b></p> <p><b>Central Idea:</b> We belong to a family and our families are special to us.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Responsibility</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Balanced, Open-minded</li> <li>• Appreciation, Enthusiasm</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Accepting responsibility</li> <li>• Acquisition of knowledge</li> <li>• Listening</li> <li>• Speaking</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What is a family</li> <li>• The different roles in a family</li> <li>• What families do together</li> </ul>		<p><b>Title: Celebrate</b> <b>Subject: LA, <u>SS</u></b></p> <p><b>Central Idea:</b> Celebrations express the beliefs and values of a group of people.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Perspective</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Caring, Communicator</li> <li>• Tolerance, Respect</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Acquisition of knowledge</li> <li>• Respecting others</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What and why we celebrate</li> <li>• What celebrations sound, smell, taste, and feel like</li> <li>• Similarities and differences between celebrations</li> </ul>	<p><b>Title: Light in Our World</b> <b>Subject: <u>SCI</u></b></p> <p><b>Central Idea:</b> The world around me looks different in the light and in the dark.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Causation</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Knowledgeable, Inquirer</li> <li>• Curiosity, Independence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Acquisition of knowledge</li> <li>• Listening</li> <li>• Observing</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What is light</li> <li>• Different forms of light</li> <li>• How light affects daily life</li> </ul>		<p><b>Title: Eat It Up</b> <b>Subject: <u>SCI</u></b></p> <p><b>Central Idea:</b> People and animals share the earth and eat some of the same foods.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Connection</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Thinker, Risk-taker</li> <li>• Creativity, Empathy</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Healthy lifestyle</li> <li>• Accepting responsibility</li> <li>• Organization</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Types of food people and animals eat</li> <li>• How people and animals get their food</li> <li>• Why people and animals eat the foods they do</li> </ul>

	<b>Who we are</b> 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.	<b>Where we are in place and time</b> 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.	<b>How we express ourselves</b> 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.	<b>How the world works</b> 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.	<b>How we organize ourselves</b> 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.	<b>Sharing the Planet</b> 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 R E K	<p><b>Title: A Star is Born</b> <b>Subject: LA, SS, PSE</b></p> <p><b>Central Idea:</b> I am special and I change as I learn and grow.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Change</li> <li>• Reflection</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Balanced, Risk-taker</li> <li>• Confidence, Independence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Respecting Others</li> <li>• Listening</li> <li>• Speaking</li> <li>• Analysis</li> <li>• Gross motor skills</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Social – how I interact with others</li> <li>• Emotional – how I feel about myself</li> <li>• Physical – what I can do</li> </ul>		<p><b>Title: Pete and Repeat</b> <b>Subject: LA, SCI, MATH</b></p> <p><b>Central Idea:</b> We use patterns to express ourselves.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Connection</li> <li>• Perspective</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Communicator, Thinker</li> <li>• Creativity, Enthusiasm</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Organization</li> <li>• Spatial awareness</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What is a pattern</li> <li>• Patterns in nature</li> <li>• Patterns in literature</li> <li>• Patterns as a form of personal expression</li> </ul>	<p><b>Title: As the World Tilts</b> <b>Subject: SCI, SS</b></p> <p><b>Central Idea:</b> Living things are affected by the earth's cycle of seasons.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Change</li> <li>• Causation</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Knowledgeable, Inquirer</li> <li>• Curiosity, Appreciation</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Acquisition of knowledge</li> <li>• Observing</li> <li>• Writing</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The characteristics of seasons</li> <li>• How living things adapt with the change of seasons</li> <li>• How we define our seasons</li> </ul>		<p><b>Title: Flora and Fauna</b> <b>Subject: SCI, SS</b></p> <p><b>Central Idea:</b> Plants and animals get help from their environment and from humans.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Responsibility</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Caring, Principled</li> <li>• Commitment, Empathy</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Accepting responsibility</li> <li>• Observing</li> <li>• Recording data</li> <li>• Organization</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Basic needs of plants and animals</li> <li>• How humans can help plants and animals</li> <li>• How to care for pets at school and home</li> </ul>

	<p><b>Who we are</b> 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><b>Where we are in place and time</b> 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><b>How we express ourselves</b> 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><b>How the world works</b> 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><b>How we organize ourselves</b> 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><b>Sharing the Planet</b> 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>
K I N D E R	<p><b>Title: Making Sense of Our World</b> <b>Subject: <u>SCI</u>, PSE</b></p> <p><b>Central Idea:</b> We use our senses to explore the world around us.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Causation</li> <li>• Connection</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Inquirer, Risk-taker</li> <li>• Enthusiasm, Tolerance</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Accepting responsibility</li> <li>• Observing</li> <li>• Recording data</li> <li>• Application</li> <li>• Safety</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How our eyes, nose, ears, mouth, and skin work</li> <li>• Ways to care for our eyes, ears, nose, mouth, and skin</li> <li>• What we learn about the world through our senses</li> </ul>	<p><b>Title: All the Places I Call Home</b> <b>Subject: <u>SS</u>, PSE</b></p> <p><b>Central Idea:</b> Homes provide shelter and a place to belong.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Reflection</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Caring, Reflective</li> <li>• Appreciation, Respect</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Respecting others</li> <li>• Acquisition of knowledge</li> <li>• Speaking</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What is a shelter</li> <li>• Animal habitats</li> <li>• Roles people play in their homes</li> <li>• Feelings associated with being at home</li> </ul>	<p><b>Title: Ready to Publish</b> <b>Subject: <u>LA</u>, SS, PSE</b></p> <p><b>Central Idea:</b> Authors and illustrators use their personal experience and interests to create different forms of literature.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Connection</li> <li>• Causation</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Communicator, Thinker</li> <li>• Creativity, Commitment</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Cooperating</li> <li>• Group decision making</li> <li>• Planning</li> <li>• Evaluation</li> <li>• Listening</li> <li>• Speaking</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Genres</li> <li>• Types of illustrations</li> <li>• How text and illustrations work together</li> <li>• How authors and illustrators create</li> </ul>	<p><b>Title: What's the Matter</b> <b>Subject: <u>SCI</u></b></p> <p><b>Central Idea:</b> Matter exists in three forms and can change from one form to another.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Causation</li> <li>• Change</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Inquirer, Balanced</li> <li>• Curiosity, Confidence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Collecting and organizing data</li> <li>• Application</li> <li>• Evaluation</li> <li>• Time management</li> <li>• Spatial awareness</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The definition of matter</li> <li>• Identify and compare solids, liquids, and gases</li> <li>• Change can occur in matter by heating or cooling</li> </ul>	<p><b>Title: Hi Ho, Hi Ho, It's Off to Work We Go</b> <b>Subject: <u>SS</u></b></p> <p><b>Central Idea:</b> People contribute to their community by choosing to do many different types of work.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Connection</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Knowledgeable, Risk-taker</li> <li>• Integrity, Cooperation</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Cooperating</li> <li>• Comprehension</li> <li>• Collecting data</li> <li>• Speaking</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Places people work</li> <li>• Reasons for working</li> <li>• How people work together</li> <li>• How jobs/professions help a community</li> </ul>	<p><b>Title: Let There Be Peace</b> <b>Subject: <u>SS</u></b></p> <p><b>Central Idea:</b> Interactions between people affect the world around them.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Connection</li> <li>• Function</li> <li>• Responsibility</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Open-minded, Principled</li> <li>• Empathy, Independence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Accepting responsibility</li> <li>• Codes of behavior</li> <li>• Respecting others</li> <li>• Evaluation</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Ways we interact with one another</li> <li>• Responsible choices</li> <li>• Maintaining peace through differences</li> </ul>

	<b>Who we are</b> 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.	<b>Where we are in place and time</b> 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.	<b>How we express ourselves</b> 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.	<b>How the world works</b> 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.	<b>How we organize ourselves</b> 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.	<b>Sharing the Planet</b> 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.
1st	<p><b>Title: What is Important?</b> <b>Subject: <u>SS</u>, PSE</b></p> <p><b>Central Idea:</b> Individual differences shape our values.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Perspective</li> <li>• Causation</li> <li>• Connection</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Balanced, Open-minded</li> <li>• Respect, Enthusiasm</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Listening to others</li> <li>• Seeing relationships</li> <li>• Respecting others</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Who we are effects what we like</li> <li>• Balancing activities in our lives</li> <li>• Things we value</li> </ul>	<p><b>Title: Can You Dig It?</b> <b>Subject: <u>SS</u>, SC, PSE</b></p> <p><b>Central Idea:</b> Humans develop an understanding of the past by examining evidence left from those time periods.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Perspective</li> <li>• Reflection</li> <li>• Function</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Principled, Risk-taker</li> <li>• Tolerance, Commitment</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Fine Motor Skills</li> <li>• Recording data</li> <li>• Interpreting data</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Tools of archeology and paleontology</li> <li>• How scientists look for evidence</li> <li>• How discoveries shape our understanding of the past</li> </ul>	<p><b>Title: Once Upon a Time</b> <b>Subject: <u>LA</u>, SS, PSE</b></p> <p><b>Central Idea:</b> We tell stories to share ideas and experiences as well as to entertain others.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Perspective</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Communicator, Reflective</li> <li>• Confidence, Creativity</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Comprehension</li> <li>• Respecting others</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The structure of stories, fairy tales, and folk tales</li> <li>• How stories relate to our lives</li> <li>• How to tell a story</li> </ul>	<p><b>Title: Opposites Attract</b> <b>Subject: <u>SCI</u>, TECH</b></p> <p><b>Central Idea:</b> Forces on the earth can attract or repel objects.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Causation</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Inquirer, Thinker</li> <li>• Enthusiasm, Curiosity</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Analysis</li> <li>• Cooperating</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Push and pull</li> <li>• Magnets and magnetism</li> <li>• Gravity</li> </ul>	<p><b>Title: You've Got Mail</b> <b>Subject: <u>SS</u>, LA</b></p> <p><b>Central Idea:</b> Various systems of communication help us connect with people near and far.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Connection</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Communicator, Knowledgeable</li> <li>• Independence, Cooperation</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Non-verbal communication</li> <li>• Organization</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different systems for sharing information</li> <li>• Ways we communicate</li> <li>• How communication has changed over time</li> </ul>	<p><b>Title: Waste Not, Want Not</b> <b>Subject: <u>SCI</u>, <u>SS</u></b></p> <p><b>Central Idea:</b> To keep our world healthy, we must learn to use and reuse everyday materials wisely.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Connection</li> <li>• Causation</li> <li>• Responsibility</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Caring, Thinker</li> <li>• Appreciation, Empathy</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Informed choices</li> <li>• Collecting data</li> <li>• Accepting responsibility</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Materials we use</li> <li>• How to make informed choices on products we use around the house and at school</li> <li>• How our community takes care of trash/ recycling</li> </ul>

	<p><b>Who we are</b> 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><b>Where we are in place and time</b> 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><b>How we express ourselves</b> 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><b>How the world works</b> 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><b>How we organize ourselves</b> 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><b>Sharing the Planet</b> 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>
2 <sup>nd</sup>	<p><b>Title: It Takes a Village</b> <b>Subject: <u>SS</u>, PSE</b></p> <p><b>Central Idea:</b> Living things form communities to meet the needs and wants of individuals.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Perspective</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Knowledgeable, Open-minded</li> <li>• Tolerance, Empathy</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Respecting others</li> <li>• Reading</li> <li>• Group decision making</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Needs and wants of living things</li> <li>• Determining factors of wants</li> <li>• Role of a community in meeting needs and wants</li> </ul>	<p><b>Title: Impact Your World</b> <b>Subject: <u>SS</u>, PSE</b></p> <p><b>Central Idea:</b> Events throughout a person's life influence the impact they have on the world.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Connection</li> <li>• Reflection</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Reflective, Balanced</li> <li>• Appreciation, Curiosity</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Collecting data</li> <li>• Organizing data</li> <li>• Time management</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Ways to document personal histories</li> <li>• How the past influences the present</li> <li>• People who have impacted the world</li> </ul>	<p><b>Title: I Saw the Sign</b> <b>Subject: LA, SS, PSE</b></p> <p><b>Central Idea:</b> Signs and symbols communicate a message.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Change</li> <li>• Perspective</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Communicator, Risk-taker</li> <li>• Confidence, Creativity</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Codes of behavior</li> <li>• Respecting Others</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Purpose of signs/symbols</li> <li>• Variance of signs based on time and location</li> <li>• Perceived messages</li> </ul>	<p><b>Title: Around the World in 30 Days</b> <b>Subject: <u>SCI</u>, TECH, SS</b></p> <p><b>Central Idea:</b> People have developed maps and globes to represent the various geographical features of the earth.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Change</li> <li>• Perspective</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Communicator, Inquirer</li> <li>• Enthusiasm, Independence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Acquisition of knowledge</li> <li>• Interpreting data</li> <li>• Application</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Landforms, what they are and how they change</li> <li>• How and why maps are made</li> <li>• How people use maps</li> </ul>	<p><b>Title: Show Me the Money</b> <b>Subject: <u>SS</u>, PSE</b></p> <p><b>Central Idea:</b> The demand of consumers affects the supply of goods and services.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Responsibility</li> <li>• Causation</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Thinker, Principled</li> <li>• Integrity, Cooperation</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Informed choices</li> <li>• Evaluation</li> <li>• Resolving conflict</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Goods and services</li> <li>• Supply and demand</li> <li>• Responsible economic choices</li> </ul>	<p><b>Title: Survivor</b> <b>Subject: <u>SCI</u>, TECH</b></p> <p><b>Central Idea:</b> Living things adapt to interact with their environment.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Change</li> <li>• Responsibility</li> <li>• Connection</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Caring, Principled</li> <li>• Respect, Commitment</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Accepting responsibility</li> <li>• Dialectical Thought</li> <li>• Writing</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Adaptation</li> <li>• Relationships between all living things</li> <li>• Endangered/Extinct</li> </ul>

	<p><b>Who we are</b> 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><b>Where we are in place and time</b> 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><b>How we express ourselves</b> 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><b>How the world works</b> 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><b>How we organize ourselves</b> 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><b>Sharing the Planet</b> 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>
3 <sup>rd</sup>	<p><b>Title: Health U</b> <b>Subject: SCI, PSE</b></p> <p><b>Central Idea:</b> A healthy lifestyle consists of a balance of nutrition, physical activity, and rest.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Connection</li> <li>• Responsibility</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Knowledgeable, Balanced</li> <li>• Cooperation, Respect</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• Group decision making</li> <li>• Accepting responsibility</li> <li>• Spatial awareness</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The effects of physical exercise</li> <li>• Elements of a healthy diet</li> <li>• Rest/relaxation</li> <li>• A balanced lifestyle</li> </ul>	<p><b>Title: Land-ho!</b> <b>Subject: SS, SCI</b></p> <p><b>Central Idea:</b> Explorers have changed the world with their discoveries.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Perspective</li> <li>• Causation</li> <li>• Change</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Open-minded, Risk-taker</li> <li>• Confidence, Curiosity</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Interpreting Data</li> <li>• Dialectical Thought</li> <li>• Reading</li> <li>• Comprehension</li> <li>• Time management</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Types of discoveries</li> <li>• Effects of discoveries</li> <li>• Famous explorers</li> </ul>	<p><b>Title: Poetry in Motion</b> <b>Subject: LA</b></p> <p><b>Central Idea:</b> Poetry allows people to share feelings and ideas.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Perspective</li> <li>• Reflection</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Communicator, Reflective</li> <li>• Appreciation, Empathy</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Application</li> <li>• Listening</li> <li>• Respecting Others</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Tools of poetry</li> <li>• Forms of poetry</li> <li>• What inspires poetry</li> </ul>	<p><b>Title: If I Had a Hammer</b> <b>Subject: SCI, TECH, SS</b></p> <p><b>Central Idea:</b> People build structures suitable to their environment.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Perspective</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Principled, Inquirer</li> <li>• Tolerance, Integrity</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Resolving conflict</li> <li>• Evaluation</li> <li>• Informed choices</li> <li>• Analysis</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Environmental effects on structures and choice of materials</li> <li>• Shape of structures (aesthetics)</li> <li>• Development of building technologies</li> </ul>	<p><b>Title: Patent This</b> <b>Subject: SS, PSE</b></p> <p><b>Central Idea:</b> People invent to solve problems.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Causation</li> <li>• Change</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Risk-taker, Thinker</li> <li>• Commitment, Creativity</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Codes of behavior</li> <li>• Safety</li> <li>• Planning</li> <li>• Formulating questions</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How and why things are invented</li> <li>• How inventions have and will continue to change</li> <li>• How inventions change society</li> </ul>	<p><b>Title: Surf's Up</b> <b>Subject: SCI, TECH</b></p> <p><b>Central Idea:</b> Oceans affect life on this planet.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Connection</li> <li>• Responsibility</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Caring, Communicator</li> <li>• Enthusiasm, Independence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Synthesis</li> <li>• Presenting research findings</li> <li>• Collecting data</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Cycles of the oceans</li> <li>• Forms of life found in the oceans</li> <li>• Interdependence of human life and ocean life</li> </ul>

	<p><b>Who we are</b> 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><b>Where we are in place and time</b> 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><b>How we express ourselves</b> 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><b>How the world works</b> 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><b>How we organize ourselves</b> 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><b>Sharing the Planet</b> 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>
4th	<p><b>Title: Laying Down the Law</b> <b>Subject: SS, PSE</b></p> <p><b>Central Idea:</b> Citizens have roles, rights, and responsibilities in their communities.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Responsibility</li> <li>• Perspective</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Principled, Caring</li> <li>• Respect, Integrity</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Codes of Behavior</li> <li>• Accepting Responsibility</li> <li>• Respecting Others</li> <li>• Adopting a Variety of Group Roles</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Choices people make as citizens</li> <li>• The process of establishing rules, laws, and rights in a community</li> <li>• Why we have rules and responsibilities</li> </ul>	<p><b>Title: On the Move</b> <b>Subject: SS</b></p> <p><b>Central Idea:</b> People and animals migrate in search of a new way of life.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Change</li> <li>• Causation</li> <li>• Connection</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Risk-taker, Thinker</li> <li>• Independence, Creativity</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Interpreting Data</li> <li>• Reading</li> <li>• Planning</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The causes of migration</li> <li>• The similarities and differences of recent and past human migrations</li> <li>• Effects of migration on the individual</li> </ul>	<p><b>Title: A Call to Arms</b> <b>Subject: LA, SS</b></p> <p><b>Central Idea:</b> Through persuasion, people attempt to convince an audience to share their point of view.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Perspective</li> <li>• Reflection</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Reflective, Communicator</li> <li>• Enthusiasm, Confidence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Synthesis</li> <li>• Dialectical Thought</li> <li>• Speaking</li> <li>• Writing</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Various methods of persuasion</li> <li>• How authors convey their point of view</li> <li>• Choosing the best method of persuasion for a specific situation</li> </ul>	<p><b>Title: Disaster Drill</b> <b>Subject: SCI, TECH, SS</b></p> <p><b>Central Idea:</b> The layers of our earth and its atmosphere cause events of nature that affect our lives.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Causation</li> <li>• Reflection</li> <li>• Function</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Knowledgeable, Thinker</li> <li>• Curiosity, Commitment</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Presenting Research Findings</li> <li>• Safety</li> <li>• Evaluation</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Features of the earth's atmosphere, surface, and interior</li> <li>• How various weather types affect our lives</li> <li>• How humans react to natural disasters</li> </ul>	<p><b>Title: Out of Bounds</b> <b>Subject: SS, PSE</b></p> <p><b>Central Idea:</b> Boundaries structure a way of life for both individuals and communities.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Causation</li> <li>• Change</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Open-minded, Balanced</li> <li>• Cooperation, Tolerance</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Resolving Conflict</li> <li>• Spatial Awareness</li> <li>• Group Decision Making</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Division of land into states and territories</li> <li>• How a region organizes itself</li> <li>• Ways culture varies by region</li> <li>• Personal boundaries in our lives</li> </ul>	<p><b>Title: River of Life</b> <b>Subject: SS, SCI, TECH</b></p> <p><b>Central Idea:</b> Water affects the inhabitants of earth as it cycles through nature and man-made systems.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Connection</li> <li>• Change</li> <li>• Responsibility</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Inquirer, Reflective</li> <li>• Appreciation, Empathy</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Informed Choices</li> <li>• Acquisition of Knowledge</li> <li>• Collecting Data</li> <li>• Formulating Questions</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Water cycles through nature</li> <li>• Water cycles through man-made systems</li> <li>• How we care for water</li> <li>• Global issues surrounding water</li> </ul>

	<p><b>Who we are</b> 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><b>Where we are in place and time</b> 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><b>How we express ourselves</b> 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><b>How the world works</b> 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><b>How we organize ourselves</b> 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><b>Sharing the Planet</b> 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>
5th	<p><b>Title: All Systems Go</b> <b>Subject: <u>SCI</u>, PSE</b></p> <p><b>Central Idea:</b> Body systems work together to enable humans to survive and interact in their environment.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Connection</li> <li>• Responsibility</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Balanced, Reflective</li> <li>• Respect, Commitment</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Healthy lifestyle</li> <li>• Informed choices</li> <li>• Speaking</li> <li>• Cooperating</li> <li>• Adopting a variety of group roles</li> <li>• Respecting others</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Public health issues</li> <li>• Interdependence of body systems</li> <li>• Our responsibility in maintaining healthy body systems</li> </ul>	<p><b>Title: Risk-Takers</b> <b>Subject: <u>SS</u></b></p> <p><b>Central Idea:</b> People in search of opportunities have the ability to shape the future of a larger population.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Change</li> <li>• Causation</li> <li>• Reflection</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Knowledgeable, Risk-taker</li> <li>• Confidence, Independence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Acquisition of knowledge</li> <li>• Application</li> <li>• Evaluation</li> <li>• Spatial awareness</li> <li>• Organization</li> <li>• Time management</li> <li>• Group decision making</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Factors that encourage growth or movement</li> <li>• How different perspectives lead to different interpretations</li> <li>• Effects of individuals on a group</li> </ul>	<p><b>Title: Response to Injustice</b> <b>Subject: LA and <u>SS</u></b></p> <p><b>Central Idea:</b></p> <p><b>Key Concepts:</b></p> <p><b>Learner Profile/Attitudes:</b></p> <p><b>Transdisciplinary Skills:</b></p> <p><b>Lines of Inquiry:</b></p> <p style="text-align: center;"><b>Coming Soon</b></p>	<p><b>Title: Catch the Wave</b> <b>Subject: <u>SCI</u>, TECH, SS</b></p> <p><b>Central Idea:</b> Energy takes many forms and can be changed from one kind to another.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Change</li> <li>• Causation</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Thinker, Knowledgeable</li> <li>• Curiosity, Cooperation</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Collecting and recording data</li> <li>• Interpreting data</li> <li>• Fine motor skills</li> <li>• Safety</li> <li>• Codes of behavior</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What is energy</li> <li>• Energy transfer</li> <li>• Different forms of energy</li> </ul>	<p><b>Title: Power of the People</b> <b>Subject: <u>SS</u>, PSE</b></p> <p><b>Central Idea:</b> Humans have developed governmental systems to provide organization, common services, and protection for societies.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Change</li> <li>• Perspective</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Inquirer, Open-minded</li> <li>• Empathy, Tolerance</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Asking questions</li> <li>• Comprehension</li> <li>• Dialectical thought</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The structure and function of government</li> <li>• How governments change</li> <li>• Rights and responsibilities within various types of government</li> </ul>	<p><b>Title: We Are In It Together</b> <b>Subject: <u>SS</u>, <u>SCI</u>, TECH</b></p> <p><b>Central Idea:</b> Human choices impact the natural environment.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Connection</li> <li>• Change</li> <li>• Responsibility</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Caring, Principled</li> <li>• Appreciation, Integrity</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Accepting responsibility</li> <li>• Resolving conflict</li> <li>• Collecting data</li> <li>• Planning</li> <li>• Interpreting data</li> <li>• Comprehension</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Rainforests as ecosystems</li> <li>• How human actions impact the rainforest</li> <li>• How changes in rainforests impact life</li> </ul>

	<b>Who we are</b> 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.	<b>Where we are in place and time</b> 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.	<b>How we express ourselves</b> 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.	<b>How the world works</b> 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.	<b>How we organize ourselves</b> 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.	<b>Sharing the Planet</b> 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.
6 <sup>th</sup>	<p><b>Title: Nature or Nurture</b> <b>Subject: PSE/SS/SCI</b></p> <p><b>Central Idea:</b> Cultural traditions and genetics influence the people we become.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Change</li> <li>• Perspective</li> <li>• Responsibility</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Balanced, Caring</li> <li>• Independence, Appreciation</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Synthesis</li> <li>• Respecting others</li> <li>• Codes of behavior</li> <li>• Dialectical thought</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Stages of life</li> <li>• Rites of passage</li> <li>• Our genetic make-up</li> <li>• Our response to culture and genetics</li> </ul>	<p><b>Title: <u>Lest We Forget</u></b> <b>Subject: <u>SS</u></b></p> <p><b>Central Idea:</b> A person's view of the past influences his choices.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Perspective</li> <li>• Responsibility</li> <li>• Connection</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Open-minded, Reflective</li> <li>• Integrity, Respect</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Synthesis</li> <li>• Adopting a variety of group roles</li> <li>• Dialectical thought</li> <li>• Informed choices</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Influence of past civilizations on our world today</li> <li>• Cultural points of view</li> <li>• Making choices to better our society</li> </ul>	<p><b>Title: Think Outside the Box</b> <b>Subject: LA and <u>SS</u></b></p> <p><b>Central Idea:</b> People create to express their unique experiences.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Causation</li> <li>• Perspective</li> <li>• Change</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Communicator, Risk-taker</li> <li>• Tolerance, Empathy</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Application</li> <li>• Dialectical thought</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What motivates creative expression</li> <li>• How a person's perspective on life influences creativity</li> <li>• How creative thinking has changed over time</li> </ul>	<p><b>Title: To Infinity and Beyond</b> <b>Subject: <u>SC</u>/TECH/MATH</b></p> <p><b>Central Idea:</b> Scientists use many methods to explore the universe.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Causation</li> <li>• Reflection</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Inquirer, Knowledgeable</li> <li>• Creativity, Curiosity</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Collecting and organizing data</li> <li>• Observing</li> <li>• Presenting research findings</li> <li>• Comprehension</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Components of the solar system</li> <li>• Processes used to study the universe</li> <li>• How exploration methods have changed over time</li> </ul>	<p><b>Title: Great Potential (Exhibition)</b> <b>Subject: <u>SS</u>/SC/LA/TECH</b></p> <p><b>Central Idea:</b> To be determined by students</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Connection</li> <li>• Change</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Thinker, Principled</li> <li>• Enthusiasm, Confidence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Time management</li> <li>• Organization</li> <li>• Writing</li> <li>• Synthesis</li> <li>• Metacognition</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• To be determined by students</li> </ul>	<p><b>Title: Use It or Lose It</b> <b>Subject: <u>SS</u>/SC/TECH</b></p> <p><b>Central Idea:</b> Working together helps people share finite resources.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Connection</li> <li>• Perspective</li> </ul> <p><b>Learner Profile/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Inquirer, Reflective</li> <li>• Commitment, Cooperation</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• Accepting Responsibility</li> <li>• Cooperating</li> <li>• Interpreting Data</li> <li>• Fine Motor Skills</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Natural resources and their uses</li> <li>• How misuse of resources affects living things</li> <li>• How societies value resources differently</li> </ul>