



Teaching in the languages of our community: English, español, Português



# Transdisciplinary Programme of Inquiry English

Revised 4/26/19

### Essential Agreements for Formatting:

- Font is Arial Narrow, size 9
- Cell padding .06
- Column Width 1.6
- Use title case for theme titles
  
- Theme descriptor is underlined and highlighted in the grade level color
  - Grade levels color alignment:
    - K- purple
    - 1- green
    - 2- yellow
    - 3- orange
    - 4- blue
    - 5- pink
- The central idea is a statement, capitalized with a period.
- The list of key concepts is not capitalized and is separated by commas
- The list of related concepts is not capitalized and is separated by commas
- The lines of inquiry start with a bullet (option 8 on a MAC)
  - they **are not** capitalized
  - they **do not** include the phrase *an inquiry into*
  - they **do not** end with a period
- The unit order is numbered on the bottom-right side of the column in row 3

| Grade | <p><b>Who We Are</b><br/>An inquiry into the <u>nature of the self</u>; 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><br/>An inquiry into orientation in place and time; personal histories; <u>homes and journeys</u>; 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><br/>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <u>the ways in which we reflect on, extend and enjoy our creativity</u>; our appreciation of the aesthetic.</p>  | <p><b>How the World Works</b><br/>An inquiry into <u>the natural world and its laws</u>; 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><br/>An inquiry into the <u>interconnectedness of human-made systems and communities</u>; 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><br/>An inquiry into <u>rights and responsibilities in the struggle to share finite resources with other people and with other living things</u>; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>   |
|-------|---|--|---|--|--|--|
| K     | <p><b>Central Idea:</b> My characteristics and abilities define who I am.</p> <p><b>Key Concepts:</b> change, perspective, reflection</p> <p><b>Related Concepts:</b> identity, attributes</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• how physical characteristics and attitudes are alike and different</li> <li>• our abilities and interests</li> <li>• how kindergarteners are alike and different around the world</li> <li>• how I am growing and changing</li> </ul> | <p><b>Central Idea:</b> Dwellings provide shelter and reflect the environment and available resources.</p> <p><b>Key Concepts:</b> form, function, causation</p> <p><b>Related Concepts:</b> impact, natural resources, amenities, geography</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• forms of dwellings</li> <li>• function of dwellings</li> <li>• relationship between the environment and dwellings</li> </ul> | <p><b>Central Idea:</b> In our classroom, we work to create a safe and comfortable environment where everyone is able to learn and express themselves.</p> <p><b>Key Concepts:</b> form, function, perspective</p> <p><b>Related Concepts:</b> opinion, similarities, differences, patterns, communication, relationships, creativity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• creating a safe and comfortable classroom environment</li> <li>• feelings and emotions</li> <li>• media used for self-expression</li> <li>• rules and routines in a classroom</li> </ul> | <p><b>Central Idea:</b> Wants and needs stimulate new technology.</p> <p><b>Key Concepts:</b> causation, connection, reflection</p> <p><b>Related Concepts:</b> cause and effect, motion, direction, data collection, simple machines</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• simple machines as problem-solving tools</li> <li>• natural and human-made forces</li> <li>• global connections: use of simple machines around the world</li> </ul> | <p><b>Central Idea:</b> People collaborate and follow systems in a community.</p> <p><b>Key Concepts:</b> function, responsibility, connection</p> <p><b>Related Concepts:</b> collaboration, observation, sequence, attributes</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• rules and routines in a community</li> <li>• how community members communicate</li> <li>• relationships among community members</li> <li>• roles and responsibilities of community members</li> </ul> | <p><b>Central Idea:</b> All living things grow, change and depend on the Earth's resources.</p> <p><b>Key Concepts:</b> change, responsibility, connection</p> <p><b>Related Concepts:</b> energy, interdependence, organisms</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• needs and wants of living things</li> <li>• relationship between the needs of living things and the place where they live</li> <li>• how living things grow and develop</li> <li>• how living things share natural resources</li> </ul> |
|       | 5   | 4  | 1   | 3  | 2  | 6  |

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|-------|---|--|--|--|---|---|
| 1     | <p><b>Central Idea:</b> People build relationships within a community to reach common goals.</p> <p><b>Key Concepts:</b> form, function, responsibility</p> <p><b>Related Concepts:</b> social and emotional learning, narrative</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• roles and responsibilities of the community members</li> <li>• respect for ourselves and others</li> <li>• how and why we use and follow routines</li> <li>• taking care of physical environment</li> </ul> | <p><b>Central Idea:</b> Patterns and cycles are used to make predictions.</p> <p><b>Key Concepts:</b> causation, change, perspective</p> <p><b>Related Concepts:</b> repetition, communication, patterns, seasons, inferring, informational text</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• natural cycles</li> <li>• observing with our senses</li> <li>• observing patterns to make predictions</li> </ul> | <p><b>Central Idea:</b> People communicate through stories.</p> <p><b>Key Concepts:</b> perspective, reflection, connection</p> <p><b>Related Concepts:</b> beliefs, traditions, interpretation, patterns, oral traditions, narrative, identity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• why people tell stories</li> <li>• how people communicate stories</li> <li>• our own stories</li> </ul> | <p><b>Central Idea:</b> Products are designed by applying knowledge of the natural world.</p> <p><b>Key Concepts:</b> form, function, causation</p> <p><b>Related Concepts:</b> behavior, roles, evidence, interpretation, relationships</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• plant and animal and structures and functions</li> <li>• how humans learn from observations of plants and animals</li> <li>• applications and designs of products to suit human needs</li> </ul> | <p><b>Central Idea:</b> People create systems as tools to discover and share important information.</p> <p><b>Key Concepts:</b> change, connection, function</p> <p><b>Related Concepts:</b> communication, forms of energy (light and sound), innovation, technological advances</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• research and discovery through asking and answering questions</li> <li>• how systems work</li> <li>• the steps and/or parts of a system</li> <li>• how systems connect people</li> </ul> | <p><b>Central Idea:</b> People cooperate to resolve conflicts.</p> <p><b>Key Concepts:</b> reflection, perspective, responsibility</p> <p><b>Related Concepts:</b> opinion, inferring, tolerance, compromise, empathy</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• fairness</li> <li>• perspective and opinion</li> <li>• compromise</li> </ul> |
|       | 1   | 3  | 2  | 6  | 5   | 4   |

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|-------|---|--|--|--|--|--|
| 2     | <p><b>Central Idea:</b> The decisions we make affect our work and the work of others.</p> <p><b>Key Concepts:</b> responsibility, reflection, causation</p> <p><b>Related Concepts:</b> problem and solution, narrative</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• expectations for behavior in our school community</li> <li>• expectations for behavior in our classroom</li> <li>• expectations for behavior when working independently and in groups</li> </ul> | <p><b>Central Idea:</b> Many geographic events contribute to change over time.</p> <p><b>Key Concepts:</b> change, causation, connection</p> <p><b>Related Concepts:</b> region</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• geographical changes happen quickly and slowly over time</li> <li>• cause and effect relationships</li> <li>• how humans are trying to slow down the erosion process</li> </ul> | <p><b>Central Idea:</b> People can appreciate similarities and respect differences in themselves and others.</p> <p><b>Key Concepts:</b> form, perspective, reflection</p> <p><b>Related Concepts:</b> similarities, differences, opinion, and interpretation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• physical characteristics and personality traits</li> <li>• group and personal identity</li> <li>• understanding myself and how it helps me connect with others</li> </ul> | <p><b>Central Idea:</b> People observe changes to make predictions and draw conclusions.</p> <p><b>Key Concepts:</b> form, function, change</p> <p><b>Related Concepts:</b> change of state, five senses, data collection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• using the senses to make observations</li> <li>• measuring change</li> <li>• making inferences to predict and draw conclusions</li> </ul> | <p><b>Central Idea:</b> People identify problems and work towards solutions that affect lives.</p> <p><b>Key Concepts:</b> function, perspective, responsibility</p> <p><b>Related Concepts:</b> advocacy, systems, conservation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• systems</li> <li>• systems that are threatened</li> <li>• problems that affect life</li> <li>• organizations that advocate for solving problems</li> </ul> | <p><b>Central Idea:</b> Humans and their environment have a relationship.</p> <p><b>Key Concepts:</b> form, function, connection</p> <p><b>Related Concepts:</b> roles, networks, interdependence</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• how humans and the environment impact each other</li> <li>• how different parts work together</li> <li>• determining what is important for answering, explaining and describing thinking</li> </ul> |
|       | 1   | 3  | 2  | 6  | 5  | 4  |

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|-------|--|---|---|---|--|---|
| 3     | <p><b>Central Idea:</b> The choices made by individuals affect growth and well-being.</p> <p><b>Key Concepts:</b> function, responsibility, causation</p> <p><b>Related Concepts:</b> behavior, communication, roles, systems, rights, values, initiative, consequences, impact</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• roles and expectations within the school community</li> <li>• socially responsible actions</li> <li>• consequences resulting from people's choices</li> </ul> | <p><b>Central Idea:</b> Patterns and cycles repeat in predictable ways.</p> <p><b>Key Concepts:</b> form, change, reflection</p> <p><b>Related Concepts:</b> patterns, cycles, growth, transformation, sequences, connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• how individuals form predictions based on patterns</li> <li>• how organisms change over their lifetime</li> <li>• patterns and cycles within our daily lives</li> </ul> | <p><b>Central Idea:</b> Culture, beliefs, values, and relationships shape an individual's identity.</p> <p><b>Key Concepts:</b> connection, perspective, reflection</p> <p><b>Related Concepts:</b> beliefs, citizenship, communication, culture, diversity, family, heritage, identity, religion, traditions</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• cultural similarities and differences exist between and within different groups of people</li> <li>• culture, heritage, identity, and traditions are interconnected</li> <li>• intercultural understanding and respect</li> <li>• culture influences identity</li> </ul> | <p><b>Central Idea:</b> Interactions lead to change.</p> <p><b>Key Concepts:</b> causation, change, perspective</p> <p><b>Related Concepts:</b> patterns, interaction, change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• the process of making something different</li> <li>• positive and negative effects of an interaction</li> <li>• design thinking</li> </ul> | <p><b>Central Idea:</b> Humans organize systems to mitigate, prepare for and respond to problems.</p> <p><b>Key Concepts:</b> function, responsibility, connection</p> <p><b>Related Concepts:</b> weather, communications, cooperation, government, authority, conflict, rights, roles, geography, impact, interdependence</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• how and why humans organize themselves</li> <li>• the consequences of the presence and/or absence of having an organizational system in place</li> <li>• how different organizational systems work together to prevent and/or solve problems</li> </ul> | <p><b>Central Idea:</b> Organisms adapt in order to survive.</p> <p><b>Key Concepts:</b> form, change, causation</p> <p><b>Related Concepts:</b> adaptation, biodiversity, dependence, diversity, habitat, interdependence</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Everything has recognizable features that can be observed, identified, described and categorized</li> <li>• How organisms adapt in order to survive</li> <li>• What causes organisms to make changes</li> </ul> |
|       | 1  | 2   | 3   | 6   | 4  | 5   |

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|-------|---|--|---|--|---|--|
| 4     | <p><b>Central Idea:</b> Systems exist to maintain balance.</p> <p><b>Key Concepts:</b> form, function, connection</p> <p><b>Related Concepts:</b> systems, balance, survival</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• biological systems of plants and animals</li> <li>• information processing systems</li> <li>• economic systems</li> <li>• government systems</li> </ul> | <p><b>Central Idea:</b> The need for change motivates migration.</p> <p><b>Key Concepts:</b> causation, reflection, change</p> <p><b>Related Concepts:</b> pattern, perspective, narrative, schema, interdependence, technology, catastrophic events, impact, review, evidence, sequence</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• causes and patterns of migration</li> <li>• analyzing sources of information to develop claims</li> <li>• geographic representations</li> <li>• immigration laws or different perspectives on immigration</li> </ul> | <p><b>Central Idea:</b> Tradition and personal perspective shape self-expression.</p> <p><b>Key Concepts:</b> form, perspective, reflection</p> <p><b>Related Concepts:</b> structure, opinion, emotions, evidence, interpretation, identity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• aesthetics and opinions</li> <li>• elements that will evoke mood and tone</li> <li>• visual, auditory, emotional, written, and other reactions</li> <li>• the ways tradition, music, and visual art lead to interpretation or innovation</li> </ul> | <p><b>Central Idea:</b> Humans innovate to meet their needs and wants.</p> <p><b>Key Concepts:</b> causation, connection, function</p> <p><b>Related Concepts:</b> energy and matter, patterns, cause and effect, forms of energy, technological advances, discovery, innovation, power</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• forms of energy used to advance communication</li> <li>• forms of energy</li> <li>• relationship between energy and forces</li> <li>• how energy is used to meet the needs and wants of humans</li> </ul> | <p><b>Central Idea:</b> Interactions between humans and the environment have lasting effects.</p> <p><b>Key Concepts:</b> responsibility, change, form</p> <p><b>Related Concepts:</b> patterns, cause and effect, perspective, interaction, natural resources, reflection, impact, economic needs, progress, opinion, debate, conflict</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• processes and systems that shape the earth</li> <li>• locations of different land and water features on Earth</li> <li>• costs and benefits of extracting resources from the Earth</li> <li>• balancing human development with responsibility for the environment</li> </ul> | <p><b>Central Idea:</b> A community works to meet the needs of individuals as well as those of a group.</p> <p><b>Key Concepts:</b> function, perspective, responsibility</p> <p><b>Related Concepts:</b> peace, conflict-resolution, roles, expectations</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• conditions that will create a climate and tone of warmth and safety</li> <li>• problem-solving strategies that benefit a community</li> <li>• conflict resolution between community members</li> <li>• how communities promote peace</li> </ul> |
|       | 5   | 3  | 6   | 4  | 2   | 1  |

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|-------|---|---|---|--|---|---|
| 5     | <b>Central Idea:</b> Respecting individual beliefs and values helps establish the role of global citizens.<br><br><b>Key Concepts:</b> perspective, responsibility, reflection<br><br><b>Related Concepts:</b> citizenship, rights, values, opinions, beliefs, prejudice, interpretation<br><br><b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• working independently and collaboratively</li> <li>• being balanced can benefit the self and collaborative interactions</li> <li>• the ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families</li> <li>• beliefs and values influence individual perspectives</li> </ul> | <b>Central Idea:</b> Disparities in power cause conflicts which challenge social control.<br><br><b>Key Concepts:</b> causation, perspective, responsibility<br><br><b>Related Concepts:</b> cause and effect, determining importance, power, informational text<br><br><b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• who benefits from power</li> <li>• causes of conflict</li> <li>• individuals and groups that advocate for their rights</li> </ul> | <b>Central Idea:</b> People reflect on identity.<br><br><b>Key Concepts:</b> connection, reflection, perspective<br><br><b>Related Concepts:</b> migration, family, identity, beliefs, interpretation, multilingualism<br><br><b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• the connection between language and identity</li> <li>• the craft of memoir writing</li> <li>• diverse perspectives</li> <li>• advocacy (eg language power, language register, and pragmatics)</li> </ul> | <b>Central Idea:</b> Resources can be altered to meet the needs of human society.<br><br><b>Key Concepts:</b> form, change, causation<br><br><b>Related Concepts:</b> cause and effect, scale, proportion, quantity, sustainability, pollution, dependence, conservation, consumption, innovation<br><br><b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• observations and measurements to identify materials based on their properties</li> <li>• chemical reactions</li> <li>• how people interact with their environments</li> </ul> | <b>Central Idea:</b> Food networks depend on the relationship between organisms and the environment.<br><br><b>Key Concepts:</b> responsibility, connection, causation<br><br><b>Related Concepts:</b> energy, matter, conservation, interdependency, and global interconnection, food webs, five kingdoms-classifications of life<br><br><b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• the transfer of energy</li> <li>• agricultural resources around the world</li> <li>• the economic impact of food production and distribution.</li> <li>• how human activities affect the environment</li> </ul> | <b>Central Idea:</b> Studying the environment informs civic decision making.<br><br><b>Key Concepts:</b> form, function, connection<br><br><b>Related Concepts:</b> organizations, interdependence, environments<br><br><b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• how the interaction of systems influences environmental change</li> <li>• how people change the environment and how the environment influences human activity</li> <li>• how people from different societies become informed and engaged in meaningful civic actions</li> </ul> |
|       | 1   | 5   | 6   | 2  | 4   | 3   |