



International
CHARTER SCHOOL

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	Who We Are 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.	Where We Are in Place and Time 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.	How We Express Ourselves 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.	How the World Works An inquiry into the <u>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.	How We Organize Ourselves 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.	Sharing the Planet 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.
K	<p>Central Idea: My characteristics and abilities define who I am.</p> <p>Key Concepts: change, perspective, reflection</p> <p>Related Concepts: identity, attributes</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • how physical characteristics and attitudes are alike and different • our abilities and interests • how kindergarteners are alike and different around the world • how I am growing and changing 	<p>Central Idea: Dwellings provide shelter and reflect the environment and available resources.</p> <p>Key Concepts: form, function, causation</p> <p>Related Concepts: impact, natural resources, amenities, geography</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • forms of dwellings • function of dwellings • relationship between the environment and dwellings 	<p>Central Idea: In our classroom, we work to create a safe and comfortable environment where everyone is able to learn and express themselves.</p> <p>Key Concepts: form, function, perspective</p> <p>Related Concepts: opinion, similarities, differences, patterns, communication, relationships, creativity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • creating a safe and comfortable classroom environment • feelings and emotions • media used for self-expression • rules and routines in a classroom 	<p>Central Idea: Wants and needs stimulate new technology.</p> <p>Key Concepts: causation, connection, reflection</p> <p>Related Concepts: cause and effect, motion, direction, data collection, simple machines</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • simple machines as problem-solving tools • natural and human-made forces • global connections: use of simple machines around the world 	<p>Central Idea: People collaborate and follow systems in a community.</p> <p>Key Concepts: function, responsibility, connection</p> <p>Related Concepts: collaboration, observation, sequence, attributes</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • rules and routines in a community • how community members communicate • relationships among community members • roles and responsibilities of community members 	<p>Central Idea: All living things grow, change and depend on the Earth's resources.</p> <p>Key Concepts: change, responsibility, connection</p> <p>Related Concepts: energy, interdependence, organisms</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • needs and wants of living things • relationship between the needs of living things and the place where they live • how living things grow and develop • how living things share natural resources

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

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

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

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

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