Transdisciplinary Programme of Inquiry
English
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
<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>K</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td>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.</td>
<td>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.</td>
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<td></td>
<td>Central Idea: My characteristics and abilities define who I am.</td>
<td>Central Idea: Dwellings provide shelter and reflect the environment and available resources.</td>
<td>Central Idea: In our classroom, we work to create a safe and comfortable environment where everyone is able to learn and express themselves.</td>
<td>Central Idea: Wants and needs stimulate new technology.</td>
<td>Central Idea: People collaborate and follow systems in a community.</td>
<td>Central Idea: All living things grow, change and depend on the Earth’s resources.</td>
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<td>Lines of Inquiry: • 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</td>
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Central Idea:
- **Who We Are**: People build relationships within a community to reach common goals.
- **Where We Are in Place and Time**: People are form, function, responsibility.
- **How We Express Ourselves**: Social and emotional learning, narrative.
- **How We Organize Ourselves**: People create products to suit human needs.
- **Sharing the Planet**: People cooperate to resolve conflicts.

Key Concepts:
- **Who We Are**: Form, function, responsibility.
- **Where We Are in Place and Time**: Causation, change, perspective.
- **How We Express Ourselves**: Reflection, connection.
- **How We Organize Ourselves**: Change, perspective, responsibility.
- **Sharing the Planet**: Reflection, perspective, responsibility.

Related Concepts:
- **Who We Are**: Social and emotional learning, narrative.
- **Where We Are in Place and Time**: Repetition, communication, patterns, seasons, inferring, informational text.
- **How We Express Ourselves**: Beliefs, traditions, interpretation, patterns, oral traditions, narrative, identity.
- **How We Organize Ourselves**: Change, perspective, responsibility.
- **Sharing the Planet**: Opinion, inferring, tolerance, compromise, empathy.

Lines of Inquiry:
- **Who We Are**: 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.
- **Where We Are in Place and Time**: Natural cycles; observing with our senses; observing patterns to make predictions.
- **How We Express Ourselves**: Why people tell stories; how people communicate stories; our own stories.
- **How We Organize Ourselves**: Products are designed by applying knowledge of the natural world.
- **Sharing the Planet**: Fairness; perspective and opinion; compromise.

Central Idea: People create systems as tools to discover and share important information.

Key Concepts: Change, perspective, responsibility.

Related Concepts: Communication, forms of energy (light and sound), innovation, technological advances.

Lines of Inquiry:
- **Who We Are**: Form, function, responsibility.
- **Where We Are in Place and Time**: Form, function, perspective.
- **How We Express Ourselves**: Change, perspective, responsibility.
- **How We Organize Ourselves**: Change, perspective, responsibility.
- **Sharing the Planet**: Change, perspective, responsibility.
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<td>Lines of Inquiry: • expectations for behavior in our school community • expectations for behavior in our classroom • expectations for behavior when working independently and in groups</td>
<td>Lines of Inquiry: • geographical changes happen quickly and slowly over time • cause and effect relationships • how humans are trying to slow down the erosion process</td>
<td>Lines of Inquiry: • physical characteristics and personality traits • group and personal identity • understanding myself and how it helps me connect with others</td>
<td>Lines of Inquiry: • using the senses to make observations • measuring change • making inferences to predict and draw conclusions</td>
<td>Lines of Inquiry: • systems • systems that are threatened • problems that affect life • organizations that advocate for solving problems</td>
<td>Lines of Inquiry: • how humans and the environment impact each other • how different parts work together • determining what is important for answering, explaining and describing thinking</td>
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<td><strong>Central Idea:</strong> The choices made by individuals affect growth and well-being.</td>
<td><strong>Central Idea:</strong> Patterns and cycles repeat in predictable ways.</td>
<td><strong>Central Idea:</strong> Culture, beliefs, values, and relationships shape an individual’s identity.</td>
<td><strong>Central Idea:</strong> Interactions lead to change.</td>
<td><strong>Central Idea:</strong> Humans organize systems to mitigate, prepare for and respond to problems.</td>
<td><strong>Central Idea:</strong> Organisms adapt in order to survive.</td>
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<td><strong>Key Concepts:</strong> function, responsibility, causation</td>
<td><strong>Key Concepts:</strong> form, change, reflection</td>
<td><strong>Key Concepts:</strong> causation, change, perspective</td>
<td><strong>Key Concepts:</strong> function, responsibility, connection</td>
<td><strong>Key Concepts:</strong> adaptation, biodiversity, dependence, diversity, habitat, interdependence</td>
<td><strong>Key Concepts:</strong> form, change, causation</td>
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<td><strong>Related Concepts:</strong> behavior, communication, roles, systems, rights, values, initiative, consequences, impact</td>
<td><strong>Related Concepts:</strong> patterns, cycles, growth, transformation, sequences, connection</td>
<td><strong>Related Concepts:</strong> beliefs, citizenship, communication, culture, diversity, family, heritage, identity, religion, traditions</td>
<td><strong>Lines of Inquiry:</strong> the process of making something different</td>
<td><strong>Lines of Inquiry:</strong> weather, communications, cooperation, government, authority, conflict, rights, roles, geography, impact, interdependence</td>
<td><strong>Related Concepts:</strong> adaptation, biodiversity, dependence, diversity, habitat, interdependence</td>
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<td><strong>Lines of Inquiry:</strong> roles and expectations within the school community, socially responsible actions, consequences resulting from people’s choices</td>
<td><strong>Lines of Inquiry:</strong> how individuals form predictions based on patterns, how organisms change over their lifetime, patterns and cycles within our daily lives</td>
<td><strong>Lines of Inquiry:</strong> 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</td>
<td><strong>Lines of Inquiry:</strong> 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</td>
<td><strong>Lines of Inquiry:</strong> 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</td>
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<td>Lines of Inquiry:</td>
<td>• biological systems of plants and animals</td>
<td>• causes and patterns of migration</td>
<td>• aesthetics and opinions</td>
<td>• forms of energy used to advance communication</td>
<td>• processes and systems that shape the earth</td>
<td>• conditions that will create a climate and tone of warmth and safety</td>
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<tr>
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<td>• information processing systems</td>
<td>• analyzing sources of information to develop claims</td>
<td>• elements that will evoke mood and tone</td>
<td>• forms of energy</td>
<td>• problem-solving strategies that benefit a community</td>
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<td>• economic systems</td>
<td>• geographic representations</td>
<td>• visual, auditory, emotional, written, and other reactions</td>
<td>• relationship between energy and forces</td>
<td>• conflict resolution between community members</td>
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<td>• government systems</td>
<td>• immigration laws or different perspectives on immigration</td>
<td>• the ways tradition, music, and visual art lead to interpretation or innovation</td>
<td>• how energy is used to meet the needs and wants of humans</td>
<td>• how communities promote peace</td>
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| 5     | Central Idea: Respecting individual beliefs and values helps establish the role of global citizens.  
Key Concepts: perspective, responsibility, reflection  
Related Concepts: citizenship, rights, values, opinions, beliefs, prejudice, interpretation  
Lines of Inquiry:  
• 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  
Central Idea: Disparities in power cause conflicts which challenge social control.  
Key Concepts: causation, reflection, perspective  
Related Concepts: cause and effect, determining importance, power, informational text  
Lines of Inquiry:  
• who benefits from power  
• causes of conflict  
• individuals and groups that advocate for their rights  
Central Idea: People reflect on identity.  
Key Concepts: connection, reflection, perspective  
Related Concepts: migration, family, identity, beliefs, interpretation, multilingualism  
Lines of Inquiry:  
• the connection between language and identity  
• the craft of memoir writing  
• diverse perspectives  
• advocacy (eg language power, language register, and pragmatics)  
Central Idea: Resources can be altered to meet the needs of human society.  
Key Concepts: form, change, causation  
Related Concepts: cause and effect, scale, proportion, quantity, sustainability, pollution, dependence, conservation, consumption, innovation  
Lines of Inquiry:  
• observations and measurements to identify materials based on their properties  
• chemical reactions  
• how people interact with their environments  
Central Idea: Food networks depend on the relationship between organisms and the environment.  
Key Concepts: responsibility, connection, causation  
Related Concepts: energy, matter, conservation, interdependency, and global interconnection, food webs, five kingdoms-classifications of life  
Lines of Inquiry:  
• the transfer of energy  
• agricultural resources around the world  
• the economic impact of food production and distribution.  
• how human activities affect the environment  
Central Idea: Studying the environment informs civic decision making.  
Key Concepts: form, function, connection  
Related Concepts: organizations, interdependence, environments  
Lines of Inquiry:  
• 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 | 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.  
Central Idea: The ways in which people interact with their environment  
Key Concepts: connection, reflection, perspective  
Related Concepts: migration, family, identity, beliefs, interpretation, multilingualism  
Lines of Inquiry:  
• who benefits from power  
• causes of conflict  
• individuals and groups that advocate for their rights | An inquiry into orientation in Time  
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