

	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet	
PEIRCE PROGRAMME OF INQUIRY	An inquiry into: the nature of the self; beliefs and values; personal, physical, mental and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human. (6)	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. (5)	An inquiry into: ways in which we discover and express ideas, feelings, nature, culture beliefs and values; the ways in which we reflect, extend and enjoy creativity; our appreciation of the aesthetic. (3)	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. (4)	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. (4)	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. (4)	
Pre-K	<p>Strand: nature of the self Central Idea: Awareness of our characteristics, abilities, and interests informs our identity.</p> <p>Key Concepts: form, reflection, change</p> <p>Related Concepts: identity, classification, genetics, adaptation, growth, diversity,</p> <p>Lines of Inquiry: 1. How our bodies grow, change, and develop. 2. How we are similar and different than others. 3. How we view ourselves.</p>		<p>Strand: reflect, extend and enjoy creativity Central Idea: Beliefs influence our behavior and the relationships we form with others.</p> <p>Key Concepts: connection, function, perspective</p> <p>Related Concepts: Family, Interdependence, traditions, Roles</p> <p>Lines of Inquiry: 1. How we connect with members of our family. 2. Families function in different ways. 3. Our perspective is formed by our families beliefs.</p>	<p>Strand: the interaction between the natural world and human societies Central Idea: Relationships within the environment impacts change.</p> <p>Key Concepts: change, function, form</p> <p>Related Concepts: Impact, Growth; Adaptation; Plants, Habitat and Animals</p> <p>Lines of Inquiry: 1. What an insect is 2. A plants impact on the environment. 3. The characteristics of animals</p>	<p>Strand: interconnectedness of human-made systems and communities Central Idea: People play different roles in society that impact our community.</p> <p>Key Concepts: responsibility, function, causation</p> <p>Related Concepts: Citizenship, Impact, Cooperation, Employment, Role</p> <p>Lines of Inquiry: 1. The responsibilities members have in a community. 2. How a community functions. 3. How our actions impact the community.</p>		PK
Kindergarten	<p>Strand: Personal Physical Mental and spiritual health Central Idea: The human body is made up of systems that perform functions and influence both physical and emotional health</p> <p>Key Concepts: Function, connection, causation</p> <p>Related Concepts: biology, classification, systems, growth, homeostasis, interdependence</p> <p>Lines of Inquiry: 1. Body systems and their functions 2. Health and well being of systems in the human body 3. Social emotional health</p>	<p>Strand: homes and journeys Central Idea: Homes and their designs are influenced by many factors</p> <p>Key Concepts: form, function, perspective</p> <p>Related Concepts: structure, family, identity</p> <p>Lines of Inquiry: 1. Purpose and types of shelter 2. How climate affects a homes design 3. How available materials affect a homes design</p>	<p>Strand: ways in which we discover and express ideas, feelings, nature, culture beliefs and values Central Idea: Celebrations and traditions are expressions of shared beliefs and values</p> <p>Key Concepts: perspective, form, responsibility</p> <p>Related Concepts: beliefs, similarities and differences, values, religion</p> <p>Lines of Inquiry: 1. Why People Celebrate 2. Features of traditions and celebrations 3. Symbolic representations of celebrations and traditions</p>	<p>Strand: natural world and its laws Central Idea: People apply their understanding of forces and energy to invent and create</p> <p>Key Concepts: change, function, reflection</p> <p>Related Concepts: behavior, power, gravity</p> <p>Lines of Inquiry: 1. The use of forces and energy in everyday life 2. How simple machines work 3. The process of designing</p>	<p>Strand: societal decision making Central Idea: Schools provide people with opportunities to make connections and establish a sense of community.</p> <p>Key Concepts: responsibility, function, connection</p> <p>Related Concepts: communication, cooperation, education, freedom, truth, justice, authority</p> <p>Lines of Inquiry: 1. Purpose of schools 2. Characteristics of our school 3. How we work together in our school's community</p>	<p>Strand: rights and responsibilities in the struggle to share finite resources with other people and with other living things Central Idea: Animals and plants interact to create a system. Key Concepts: change, causation, connection</p> <p>Related Concepts: plants, animals, relationships</p> <p>Lines of Inquiry: 1. How plants and animals affect each other. 2. The role environment plays in the lives of plants and animals 3. What living things need</p>	K

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1st Grade	<p>Strand: human relationships including families, friends, communities and cultures Central Idea: Self identity develops through awareness of personal characteristics.</p> <p>Key Concepts: perspective, connection, reflection</p> <p>Related Concepts: diversity, identity, classification</p> <p>Lines of Inquiry: 1. The diversity of character traits 2. Identifying characteristics between myself and others 3. Classifying physical and emotional characteristics</p>	<p>Strand: personal histories Central Idea: Learning about previous generations helps us understand the relationship between the past and the present.</p> <p>Key Concepts: function, connection, perspective</p> <p>Related Concepts: chronology, history, tradition</p> <p>Lines of Inquiry: 1. Ways to find out about the past 2. How aspects of the past still influence us today 3. Why some behaviors and practices have change or remained the same over time.</p>	<p>Strand: our appreciation of the aesthetic. Central Idea: Stories can engage their audience and communicate meaning.</p> <p>Key Concepts: perspective, reflection, form</p> <p>Related Concepts: beliefs, interpretation</p> <p>Lines of Inquiry: 1. How to construct a story 2. What stories can teach us 3. How stories are created and shared</p>	<p>Strand: the natural world and its laws Central Idea: Our perspectives on patterns in the sky shape our understanding of Earth's cycles.</p> <p>Key Concepts: form, connection, change</p> <p>Related Concepts: pattern, systems, seasons, space, evidence</p> <p>Lines of Inquiry: 1. celestial bodies in the sky 2. develop observational skills using selected observational tools 3. patterns of movement in the sky</p>	<p>Strand: societal decision making Central Idea: Shared norms establish an orderly environment in which we learn, work, and play.</p> <p>Key Concepts: function, responsibility, causation</p> <p>Related Concepts: behavior, rights, responsibility, communication, cooperation, justice, roles, authority, ownership</p> <p>Lines of Inquiry: 1. Routines and procedures 2. Responsibilities to our classrooms, school, and community 3. Goal-setting and decision-making using democratic traditions</p>	<p>Strand: communities and the relationships within and between them Central Idea: Structures and the relationships of natural and designed objects are related to their functions.</p> <p>Key Concepts: causation, connection, function</p> <p>Related Concepts: similarities, genetics, biomimicry, patterns, survival, relationships</p> <p>Lines of Inquiry: 1. How offspring are similar to adults 2. How humans/plants/animals protect themselves 3. Patterns in behaviors of offspring from parents</p>	1
2nd Grade	<p>Strand: Inquiry into the nature of the self Central Idea: Understanding personal learning needs helps us grow and develop Key Concepts: reflection, perspective, function</p> <p>Related Concepts: diversity, resilience, perseverance, self regulation, biology</p> <p>Lines of Inquiry: 1. Function of the brain 2. Growth and fixed mindset 3. Building learning communities</p>	<p>Strand: orientation in place and time Central Idea: The past impacts the future</p> <p>Key Concepts: Connection; Perspective; Reflection</p> <p>Related Concepts: similarities, differences, impact, relationships; chronology; history; progress</p> <p>Lines of Inquiry: 1. How we got to where we are 2. Everything changes 3. There is a sequence to all events</p>	<p>Strand: ways in which we discover and express ideas, feelings, nature, culture beliefs and values Central Idea: People share ideas and opinions in a variety of ways</p> <p>Key Concepts: reflection, perspective, form</p> <p>Related Concepts: behavior, responsibility, opinion, prejudice, bias, authority, truth, communication, conflict, cooperation</p> <p>Lines of Inquiry: 1. Ways humans express themselves 2. Perspectives affect how humans express themselves 3. Perspectives and opinions change</p>	<p>Strand: natural world and its laws Central Idea: Natural and human interactions create change to our environment.</p> <p>Key Concepts: causation, change, responsibility</p> <p>Related Concepts: transformation, properties, pattern, systems, cycles, initiative</p> <p>Lines of Inquiry: 1. Ways cycles affect the earth 2. How Earth constantly transforms 3. Ways humans affect the earth</p>	<p>Strand: structure and function of organizations Central Idea: Communities are controlled by a structure and rules</p> <p>Key Concepts: function, connection, causation</p> <p>Related Concepts: systems, sequences, consequences, structure</p> <p>Lines of Inquiry: 1. How we govern ourselves 2. Purpose of rules and laws 3. How society affects change</p>	<p>Strand: communities and the relationships within and between them Central Idea: Living things interact within habitats</p> <p>Key Concepts: causation, connection, change</p> <p>Related Concepts: impact, sequences, relationships, interdependence</p> <p>Lines of Inquiry: 1. Functions of animals in a habitat 2. Diversity of life within a habitat 3. Interdependency of living things</p>	2

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3rd Grade	<p>Strand: beliefs and values</p> <p>Central Idea: Our actions are a reflection of our beliefs and values.</p> <p>Key Concepts: Perspective, Responsibility, reflection</p> <p>Related Concepts: Beliefs, Citizenship, Values, Rights, Freedom, Government, Roles, Justice, Prejudice, Identity, Authority, Progress,</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. What determines our beliefs and values 2. How our beliefs and values drive us to action 3. The ways citizens take actions to influence their community. 	<p>Strand: explorations and migrations of human kind</p> <p>Central Idea: Exploration leads to discoveries, opportunities, and new understandings.</p> <p>Key Concepts: Causation, Function, Perspective</p> <p>Related Concepts: Pattern, Sequences, Impact</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Reasons for exploration (historical and personal) 2. The consequences of exploration 3. How a single event can be seen from several perspectives 	<p>Strand: ways in which we discover and express ideas, feelings, nature, culture beliefs and values</p> <p>Central Idea: Traditions and literature reflect the shared values of a cultures</p> <p>Key Concepts: form, causation, change</p> <p>Related Concepts: adaptation, culture, beliefs and values</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. The purpose of traditional stories 2. The elements of our own cultural identities 3. The differences and similarities amongst cultures 	<p>Strand: how humans use their understanding of scientific principles</p> <p>Central Idea: People apply their understanding of forces and motion to invent and create.</p> <p>Key Concepts: Form, Causation, connection</p> <p>Related Concepts: Structure, Differences, Sequences, Impact; Kinetic and Potential Energy; transformation of energy,</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. the natural laws of motion. 2. Magnetism & static electricity 3. How understanding forces and motion help mankind (inventions) 	<p>Strand: Economic activities and their impact on humankind</p> <p>Central Idea: Urban growth occurs in response to societal need</p> <p>Key Concepts: Connection, Change, Causation</p> <p>Related Concepts: Interdependence, growth, need, consequence, progress</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How change is inevitable. 2. How actions / events have consequences. 3. The interdependence of people and systems 4. How economic activity supports progress 	<p>Strand: rights and responsibilities in the struggle to share finite resources with other people and with other living things</p> <p>Central Idea: There are many factors that influence the survival of a species</p> <p>Key Concepts: Connection, Change, and function.</p> <p>Related Concepts: adaptation; systems; interdependence, biodiversity, animals, biology, conservation, ecosystems, evolution, habitat, plants, sustainability</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. The interdependence of habitats, plants, and animals 2. Effects of environmental change and human influence on living organisms 3. Life cycles and adaptations of living things 	3
4th Grade	<p>Strand: rights and responsibilities</p> <p>Central Idea: Actions of one can lead to change for many</p> <p>Key Concepts: perspective, responsibility, change</p> <p>Related Concepts: rights, stereotypes, leadership, action, history, justice, freedom, citizenship</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Who leaders of change are 2. What makes a leader of change 3. How leaders of change impact others 	<p>Strand: The relationships between and the interconnectedness of individuals and civilizations.</p> <p>Central Idea: People throughout history have settled for various reasons</p> <p>Key Concepts: connection, change, causation</p> <p>Related Concepts: advancement, movement, industry</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Changes caused by westward expansion 2. Why settlements are located where they are 3. Factors that led to expansion 	<p>Strand: the ways in which we reflect, extend, and enjoy creativity</p> <p>Central Idea: Creative expressions provide ways to communicate ideas and emotions.</p> <p>Key Concepts: reflection; perspective; connection</p> <p>Related Concepts: communication, beliefs, interpretation, symbolism, voice, traditions, identity, family, artifacts, conflict, history</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. creativity can communicate ideas. 2. The value of creation. 3. How ideas form and grow 	<p>Strand: the natural world and it's laws</p> <p>Central Idea: Earth experiences changes due to geological forces</p> <p>Key Concepts: function, form, change</p> <p>Related Concepts: transformation, interdependence,</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How rocks and minerals are formed 2. The causes of Earth's physical changes 3. The composition of rocks, soils, and minerals 	<p>Strand: Structure and function of organizations</p> <p>Central Idea: Governments are organized to provide structure for groups of people.</p> <p>Key Concepts: form, function, responsibility</p> <p>Related Concepts: government, representation, control, cooperation, freedom, justice, roles, rights, conflict, authority, history</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Why governments are formed 2. The role of government in societies 3. The Rights of people according to their governments 	<p>Strand: peace and conflict resolution</p> <p>Central Idea: Renewable resources can create and/or reduce conflict</p> <p>Key Concepts: responsibility, causation, connection</p> <p>Related Concepts: peace, conflict, resolution, power-balance, equality, cooperation, dependence, geography, impact, consumption, distribution, energy, pollution, sustainability</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How natural resources can cause or resolve problems 2. Renewable energy resources 3. Human impact on natural resources 	4

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5th Grade	<p>Strand: what it means to be human Central Idea: Certain characteristics help define our species today</p> <p>Key Concepts: perspective, connection, change</p> <p>Related Concepts: relationships, adaptation, philosophy, identity</p> <p>Lines of Inquiry: 1. How do humans compare to other species 2. Human Evolution 3. Personal Identity</p>	<p>Strand: Explorations and migrations of human kind Central Idea: Migration can be a response to challenges, risks, and/or opportunities.</p> <p>Key Concepts: change; perspective; causation</p> <p>Related Concepts: patterns, motivation, consequences</p> <p>Lines of Inquiry: 1. Effects of migration/immigration on communities, cultures, and individuals 2. Reasons for Migrations/Immigrations 3. Patterns affect boundaries</p>	<p>Strand: Our appreciation of the aesthetic Central Idea: Beauty is in the eye of the beholder</p> <p>Key Concepts: reflection, form, perspective</p> <p>Related Concepts: subjectivity, interpretations, values, identity, diversity, prejudice, poverty and wealth</p> <p>Lines of Inquiry: 1. How appearance influences our perception 2. Arts as a form of expression 3. Influence of cultural and societal norms</p>	<p>Strand: the impact of scientific and technological advances on society and on the environment Central Idea: Earth's systems are impacted by technological human advancement.</p> <p>Key Concepts: function, causation, change</p> <p>Related Concepts: interdependence, systems, technological advancements</p> <p>Lines of Inquiry: 1. Earth's systems - hydrosphere, geosphere, atmosphere 2. The sun's impact on the Earth 3. The effects of human advancement on the environment</p>	<p>Strand: societal decision making Central Idea: Perspective influences decision making</p> <p>Key Concepts: responsibility, causation, reflection</p> <p>Related Concepts: consequence, behavior, citizenship</p> <p>Lines of Inquiry: 1. How decision-making practices reflect human rights 2. How human actions affect law-making 3. How societies solve disagreements about laws</p>	<p>Strand: access to equal opportunities Central Idea: Individuals and organizations protect children from risk</p> <p>Key Concepts: Connection; Reflection; Function</p> <p>Related Concepts: Opportunity; Rights; Equality; Access, conflict, cooperation, justice, authority, roles</p> <p>Lines of Inquiry: 1. How resources are obtained and distributed 2. Ways in which individuals and organizations work to protect children 3. How children respond to challenges, risks, opportunities.</p>	5