

# Summit Charter Academy Lombardi Programme of Inquiry (2018/2019)

AUGUST 2018

<b>THEMES</b>	<b>Who We Are</b> 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 & responsibilities; what it means to be human.	<b>Where We Are in Place and Time</b> Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between & the interconnectedness of individuals and civilizations, from local & global perspectives.	<b>How We Express Ourselves</b> 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> Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) & human societies; how humans use their understanding of scientific principles; the impact of scientific & technological advances on society and on the environment.	<b>How We Organize Ourselves</b> 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> Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace & conflict resolution.																		
<b>5th Grade</b>	<b>Central Idea (5)</b>		<b>Central Idea (3)</b>		<b>Central Idea (1)</b>		<b>Central Idea (2)</b>		<b>Central Idea (6)</b>		<b>Central Idea (4)</b>													
	Human nature of self, identity, beliefs and values, function and cause interactions.		Exploration and the use of technology can lead to discoveries and new perspectives.		The discovery, development and perspective of ideas are often shared through organization and written expressions.		All living things use matter to adapt to environments.		Political and economic decision making could influence a society.		Uneven distribution of resources may create challenges and opportunities.													
	<b>Key Concepts</b> Causation/Function		<b>Related Concepts</b> Identity/Interactions		<b>Key Concepts</b> Perspective/ Function		<b>Related Concepts</b> Discovery/Technology		<b>Key Concepts</b> Persp/Caus./Change		<b>Related Concepts</b> Structure/Mode		<b>Key Concepts</b> Form/Causation		<b>Related Concepts</b> Properties/Resources		<b>Key Concepts</b> Connection/Change		<b>Related Concepts</b> Outcomes/Consequence		<b>Key Concepts</b> Connection/Respons.		<b>Related Concepts</b> Needs,Wants/Action	
	<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>											
	<ul style="list-style-type: none"> <li>The transfer of energy (function)</li> <li>Societal beliefs and interactions (interactions)</li> <li>The development of societies (causation)</li> </ul>		<ul style="list-style-type: none"> <li>How and why people explore (perspective)</li> <li>Technology and tools that aide exploration (function/technology)</li> <li>The impact of exploration on people &amp; the world (discovery)</li> </ul>		<ul style="list-style-type: none"> <li>Different purposes of writing/genres (perspective)</li> <li>The development of the Unites States (structure)</li> <li>Scientific and historical documents and how they change (causation)</li> </ul>		<ul style="list-style-type: none"> <li>The natural world and its laws (form)</li> <li>How matter can be used to suit needs (resources)</li> <li>Changes in Earth's resources and environment (causation)</li> </ul>		<ul style="list-style-type: none"> <li>Organizing people with a common goal (outcomes)</li> <li>Causes of outcomes or revolutions (change)</li> <li>Interactions between systems (connection)</li> </ul> <p style="text-align: center;">♦EXHIBITION♦</p>		<ul style="list-style-type: none"> <li>Rights and responsibilities on Earth (responsibility)</li> <li>Conservation of Natural Resources as a responsibility (action)</li> <li>Water distribution on Earth (needs/wants)</li> </ul>													
	<b>Learner Profile:</b> Balanced/Thinker/Reflective <b>Attitudes:</b> Cooperation/Tolerance/Creativity		<b>Learner Profile:</b> Inquirer/Risk-Taker <b>Attitudes:</b> Enthusiasm/Curiosity		<b>Learner Profile:</b> Comm/Principled/Knowledge <b>Attitudes:</b> Independence/Integrity/Cooperation		<b>Learner Profile:</b> Thinker/Reflective/Balanced <b>Attitudes:</b> Confidence/Appreciation/Independence		<b>Learner Profile:</b> Open-minded/Risk-taker/Inquirer <b>Attitudes:</b> Commitment/Creativity/Empathy		<b>Learner Profile:</b> Caring/Reflective/Communicator <b>Attitudes:</b> Respect/Creativity/Commitment													
<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>												
<ul style="list-style-type: none"> <li>Social/Collaboration Skills (C)</li> <li>Research/Media Literacy Skills (E, F)</li> </ul>		<ul style="list-style-type: none"> <li>Thinking/Critical Thinking Skills (B)</li> <li>Thinking/Creative Thinking Skills (F)</li> </ul>		<ul style="list-style-type: none"> <li>Research/Inform. Literacy Skills (A, H, N)</li> <li>Communication/Communication Skills (D)</li> </ul>		<ul style="list-style-type: none"> <li>Self-Management/Affective (A)/Reflection (I)</li> <li>Thinking/Critical (B, Q)</li> </ul>		<ul style="list-style-type: none"> <li>Thinking/Transfer Skills (J)</li> <li>Communication/Communication Skills (A, D)</li> </ul>		<ul style="list-style-type: none"> <li>Thinking/Critical Thinking Skills (B)</li> <li>Research/Info Lit. (G) •Self-Man/Org (E)</li> </ul>														
<b>♦Science and Social Studies Subject Focus &amp; Curriculum Connections♦</b>																								
<ul style="list-style-type: none"> <li>Science: PLTW- Infection Detection (2)/Food Web</li> <li>Social Studies: 5.4, 5.8- Colonies</li> </ul>		<ul style="list-style-type: none"> <li>Science: PLTW- Shadow Activity The Sun's Role/ Earth's Place in the Universe</li> <li>Social Studies: 5.2- Explorers</li> </ul>		<ul style="list-style-type: none"> <li>Science: PLTW- Experiments/ Scientific Method and Discovery</li> <li>Social Studies: 5.7, 5.9- Historical Documents</li> </ul>		<ul style="list-style-type: none"> <li>Science: PLTW- Infection Detection (1)/ The Law of Conservation of Matter</li> <li>Social Studies: 5.1- Pre-Columbian Settlements</li> </ul>		<ul style="list-style-type: none"> <li>Science: PLTW-Robots/ Earth's Spheres (bio, hydro, geo, atmo)</li> <li>Social Studies: 5.5, 5.6- Revolutions</li> </ul>		<ul style="list-style-type: none"> <li>Science: PLTW- Water Cycle Stop Motion (clay)/Distribution of Water on the Earth</li> <li>Social Studies: 5.3- Conflicts (American/Indians)</li> </ul>														
<b>4th Grade</b>	<b>Central Idea (3)</b>		<b>Central Idea (4)</b>		<b>Central Idea (1)</b>		<b>Central Idea (6)</b>		<b>Central Idea (5)</b>		<b>Central Idea (2)</b>													
	Physical and spiritual health can be impacted by perspectives of life.		The responsibilities in choosing to migrate can lead to new experiences, opportunities, and change.		Forms of expressing ideas can influence functions and thoughts.		Innovative technological advances influence change on society and the environment.		Economic activities result in the change of communities.		The function of conservation may aid in the sharing of limited resources.													
	<b>Key Concepts</b> Form/Perspective		<b>Related Concepts</b> Social impact/Systems		<b>Key Concepts</b> Change /Responsibility		<b>Related Concepts</b> Migration/Transformation		<b>Key Concepts</b> Function/Form		<b>Related Concepts</b> Creativity/Application		<b>Key Concepts</b> Perspective/Respons./Connect		<b>Related Concepts</b> Innovation/Influence		<b>Key Concepts</b> Causation/Change		<b>Related Concepts</b> Effect/Expansion		<b>Key Concepts</b> Responsibility/Function		<b>Related Concepts</b> Reliance/ Environ.Energy	
	<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>											
	<ul style="list-style-type: none"> <li>Perspectives of life affect physical and spiritual health(perspective)</li> <li>Structures &amp; systems of living things (form)</li> <li>Social impacts of developing settlements (social impact)</li> </ul>		<ul style="list-style-type: none"> <li>Reasons why people migrate (migration)</li> <li>Transformation of land (change)</li> <li>Choices and decisions in migrating (responsibility)</li> </ul>		<ul style="list-style-type: none"> <li>Government systems use written forms to function (form)</li> <li>Ways to discover and express ideas (creativity)</li> <li>Expressing creativity using sound (application)</li> </ul>		<ul style="list-style-type: none"> <li>Inventions change the lives of people (influence/perspect.)</li> <li>How inventions impact the environment (connection/responsibility)</li> <li>Technological advances overtime (Innovation)</li> </ul>		<ul style="list-style-type: none"> <li>The effect of economic activities (effect)</li> <li>Landforms affect community and economic growth (causation)</li> <li>The reasons for community development (change/expansion)</li> </ul>		<ul style="list-style-type: none"> <li>Function of Earth's resources (function)</li> <li>Responsibility of conserving limited resources (responsibility)</li> <li>Evolution of water systems (reliance)</li> </ul>													
	<b>Learner Profile:</b> Caring/Reflective <b>Attitudes:</b> Tolerance/Empathy/Appreciation		<b>Learner Profile:</b> Risk-Taker/Thinker/Reflective <b>Attitudes:</b> Cooperation/Confidence		<b>Learner Profile:</b> Open-Minded/Communicator <b>Attitudes:</b> Enthusiasm/Creativity/Curiosity		<b>Learner Profile:</b> Inquirer/Risk-Taker/Knowledgeable <b>Attitudes:</b> Commitment/Integrity/Respect		<b>Learner Profile:</b> Communicator/Risk-Taker/Principled <b>Attitudes:</b> Enthusiasm/Integrity/Independence		<b>Learner Profile:</b> Principled/Balanced <b>Attitudes:</b> Appreciation/Respect/Independence													
<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>												
<ul style="list-style-type: none"> <li>Thinking/Critical Thinking Skills (L)</li> <li>Self-Management/Reflection Skills (E)</li> </ul>		<ul style="list-style-type: none"> <li>Social/Collaboration Skills (C)</li> <li>Self-Management/Reflection Skills (D3)</li> </ul>		<ul style="list-style-type: none"> <li>Communication/Communication Skills (O)</li> <li>Research/Media Literacy Skills (F)</li> </ul>		<ul style="list-style-type: none"> <li>Research/Information Literacy Skills (J)</li> <li>Thinking/Creative Thinking Skills (F)</li> </ul>		<ul style="list-style-type: none"> <li>Thinking / Transfer Skills (C)</li> <li>Self-Management/Affective Skills (D1)</li> </ul>		<ul style="list-style-type: none"> <li>Social/Collaboration Skills (B)</li> <li>Thinking/Critical Thinking Skills(G)</li> </ul>														
<b>♦Science and Social Studies Subject Focus &amp; Curriculum Connections♦</b>																								
<ul style="list-style-type: none"> <li>Science: PLTW-input/Output-Human Brain Systems &amp; Structures of Plants &amp; Animals (internal structures)</li> <li>Social Studies: 4.2- Missions Systems</li> </ul>		<ul style="list-style-type: none"> <li>Science: PLTW- Input and Output Computers/ Rock Formations/Weathering</li> <li>Social Studies: 4.4-Opportunities/Challenges of Migration</li> </ul>		<ul style="list-style-type: none"> <li>Science: PLTW Input/Output-Human Brain/ Sound waves and Their Applications</li> <li>Social Studies: 4.5-Government Structure/Functions</li> </ul>		<ul style="list-style-type: none"> <li>Science: PLTW- Energy Collisions /Converting Forms of Energy (electricity/magnetism)</li> <li>Social Studies: 4.4- Evolution of Inventions/Technology</li> </ul>		<ul style="list-style-type: none"> <li>Science: Earth's Physical Features</li> <li>Social Studies: 4.1/4.3- Gold Rush/Economic Impact</li> </ul>		<ul style="list-style-type: none"> <li>Science: PLTW- Energy Conversions/ Energy Fuels Derived from Natural Resources</li> <li>Social Studies: 4.4- Evolution of Water Systems</li> </ul>														
<b>3rd Grade</b>	<b>Central Idea (6)</b>		<b>Central Idea (1)</b>		<b>Central Idea (3)</b>		<b>Central Idea (4)</b>		<b>Central Idea (2)</b>		<b>Central Idea (5)</b>													
	People can evaluate personal health and demonstrate responsible behaviors using a variety of community resources.		The relationship between physical geography and the needs of individuals causes adaptations within the environment.		Folklore reflects beliefs, morals, customs, and perspectives of diverse cultures.		Changes in how weather is measured impacts how climate affects human life.		Rules and laws impact daily responsibilities and the functions of organizations.		The connection between how living things change and adapt for survival.													
	<b>Key Concepts</b> Responsibility/Perspective		<b>Related Concepts</b> Health/Evaluate		<b>Key Concepts</b> Causation/Function		<b>Related Concepts</b> Relationships/Features		<b>Key Concepts</b> Perspective/Connection		<b>Related Concepts</b> Theme/Message		<b>Key Concepts</b> Form/Causation		<b>Related Concepts</b> Weather/Climate		<b>Key Concepts</b> Form/Function		<b>Related Concepts</b> Rules/Structures/Organization		<b>Key Concepts</b> Form/Function		<b>Related Concepts</b> Rules/Structures/Organization	
	<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>		<b>Lines of Inquiry</b>											
	<ul style="list-style-type: none"> <li>How health looks in different areas of our lives (perspective)</li> <li>Actions people take to be healthy (evaluate)</li> <li>Ways people use natural and human resources to promote health (responsibility)</li> </ul>		<ul style="list-style-type: none"> <li>The physical features of a region (land/water)(features)</li> <li>The acquisition of basic needs related to environment (function)</li> <li>The relationships between native people &amp; newcomers (causation)</li> </ul>		<ul style="list-style-type: none"> <li>How we express ourselves through folklore (perspective)</li> <li>Universal morals, beliefs, and customs (message)</li> <li>Central message and/or theme (connection)</li> </ul>		<ul style="list-style-type: none"> <li>How weather is measured and collected (causation)</li> <li>How weather influences daily life (weather and climate)</li> <li>Weather variations in different regions of the world (form)</li> </ul>		<ul style="list-style-type: none"> <li>The reason for rules and laws (function)</li> <li>The types of government and their structure (form)</li> <li>Civic responsibilities (organization)</li> </ul>		<ul style="list-style-type: none"> <li>Circumstances that lead to adaptation (survival)</li> <li>Human responsibilities and environmental changes that affect survival (change)</li> <li>Rights for survival and the relationships between organisms and their environment (function)</li> </ul>													
	<b>Learner Profile:</b> Open-Minded/Balanced/Caring <b>Attitudes:</b> Commitment/ Independence		<b>Learner Profile:</b> Caring/Knowledge./Open-Minded <b>Attitudes:</b> Appreciation/Tolerance		<b>Learner Profile:</b> Communicator/Principled <b>Attitudes:</b> Empathy/Appreciation/Tolerance		<b>Learner Profile:</b> Open-Minded/Caring/Reflective <b>Attitudes:</b> Creativity/Empathy/Curiosity		<b>Learner Profile:</b> Balanced/Principled/Thinker <b>Attitudes:</b> Cooperation/Respect/Integrity		<b>Learner Profile:</b> Inquirer/Knowledge./Risk-taker <b>Attitudes:</b> Enthusiasm/Confidence													
<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>		<b>Approaches to Learning Skills</b>												
<ul style="list-style-type: none"> <li>Research/Info Literacy Skills: (B)</li> <li>Self-Management/Reflection Skills: (B)</li> </ul>		<ul style="list-style-type: none"> <li>Research/Media Literacy Skills: (A)</li> <li>Thinking/Critical Thinking Skills: (G)</li> </ul>		<ul style="list-style-type: none"> <li>Social/Collaboration Skills: (G)</li> <li>Communication/Communication Skills (N)</li> </ul>		<ul style="list-style-type: none"> <li>Thinking/Creative Thinking Skills: (F)</li> <li>Self-Management/Organizational Skills (F)</li> </ul>		<ul style="list-style-type: none"> <li>Thinking/Transfer Skills: (G)</li> <li>Self-Management/Affective Skills: (A)</li> </ul>		<ul style="list-style-type: none"> <li>Research/Media Literacy Skills (G)</li> <li>Self-Management/Affective Skills (B)</li> </ul>														
<b>♦Science and Social Studies Subject Focus &amp; Curriculum Connections♦</b>																								
<ul style="list-style-type: none"> <li>Science: PLTW- Variations of Traits/ Growth and Development of Organisms</li> <li>Social Studies: 3.5- Use Local Resources/Consumers</li> </ul>		<ul style="list-style-type: none"> <li>Science: Interdependent Relationships</li> <li>Social Studies: 3.2- Native people</li> </ul>		<ul style="list-style-type: none"> <li>Science: Natural Hazards and Adaptations</li> <li>Social Studies: 3.2- Folklore/Traditions</li> </ul>		<ul style="list-style-type: none"> <li>Science: PLTW- Stability &amp; Motion, Science of Flight/Patterns of Weather Over Time</li> <li>Social Studies: 3.3- Economic choices</li> </ul>		<ul style="list-style-type: none"> <li>Science: PLTW- Programming &amp; Patterns/ Interactions/Group Behavior of Animals</li> <li>Social Studies: 3.4- Reasons for rules and laws</li> </ul>		<ul style="list-style-type: none"> <li>Science: PLTW- Stability &amp; Motion, Forces of Interaction/Organism Survival</li> <li>Social Studies: 3.1-How Resources are Used/ Modified</li> </ul>														

THEMES	<b>Who We Are</b> 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 & responsibilities; what it means to be human.	<b>Where We Are in Place and Time</b> Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between & the interconnectedness of individuals and civilizations, from local & global perspectives.	<b>How We Express Ourselves</b> 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> Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) & human societies; how humans use their understanding of scientific principles; the impact of scientific & technological advances on society and on the environment.	<b>How We Organize Ourselves</b> 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> Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace & conflict resolution.
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2nd Grade	<b>Central Idea ( 1 )</b> Responsibilities within relationships change over time.		<b>Central Idea ( 3 )</b> Location and perspective can shape identity.		<b>Central Idea ( 5 )</b> Creativity plays a role in expressing cultural perspectives.		<b>Central Idea ( 4 )</b> Earth's events can impact the natural world and human societies.		<b>Central Idea ( 2 )</b> Leaders can influence society.		<b>Central Idea ( 6 )</b> Perspectives influence how humans share finite resources.							
	<b>Key Concepts</b> Responsibility/Connection		<b>Related Concepts</b> Family/Rights		<b>Key Concepts</b> Perspective/Form		<b>Related Concepts</b> Observation/Adjustment		<b>Key Concepts</b> Function/Perspective		<b>Related Concepts</b> Communication/Media							
	<b>Key Concepts</b> Causation/Change/Function		<b>Related Concepts</b> Earth Cycles/Events		<b>Key Concepts</b> Perspective/Responsibility		<b>Related Concepts</b> Leadership/Integrity		<b>Key Concepts</b> Responsibility/Perspective		<b>Related Concepts</b> Ag./Life Cycles							
	<b>Lines of Inquiry</b>			<b>Lines of Inquiry</b>			<b>Lines of Inquiry</b>			<b>Lines of Inquiry</b>								
	<ul style="list-style-type: none"> <li>The rights and responsibilities of family members (responsibility)</li> <li>How events change family life (family)</li> <li>How our lives connect to our ancestors (connection)</li> </ul>			<ul style="list-style-type: none"> <li>Global locations and geographic features (form)</li> <li>Local and global perspectives (perspective)</li> <li>How location influences identity (adjustment)</li> </ul>			<ul style="list-style-type: none"> <li>Cultural perspectives on arts (perspective)</li> <li>The functions of artistic elements in cultural expression (function)</li> <li>Ideas communicated through art (communication)</li> </ul>			<ul style="list-style-type: none"> <li>How the natural world changes (change)</li> <li>The impact of Earth's events on human societies (function)</li> <li>The relationships between Earth's events (causation)</li> </ul>			<ul style="list-style-type: none"> <li>The characteristics, actions, and decisions of global leaders (leadership)</li> <li>How responsibility influences leaders (responsibility)</li> <li>Societal perspectives on leadership (perspective)</li> </ul>			<ul style="list-style-type: none"> <li>The responsibilities of agricultural producers (responsibility)</li> <li>Responsibilities in managing the ag supply chain (ag)</li> <li>Perspectives on sharing finite agricultural resources (perspective)</li> </ul>		
	<b>Learner Profile:</b> Caring/Reflective, Knowledgeable <b>Attitudes:</b> Enthusiasm/Cooperation/Confidence			<b>Learner Profile:</b> Open-minded/Risk-taker <b>Attitudes:</b> Respect/Confidence/Empathy			<b>Learner Profile:</b> Balanced/ Risk-Taker./Caring <b>Attitudes:</b> Creativity/ Commitment/Independence			<b>Learner Profile:</b> Communicator/Inquirer./Principled <b>Attitudes:</b> Enthusiasm/Curiosity/Commitment			<b>Learner Profile:</b> Principled/Reflective/Caring <b>Attitudes:</b> Appreciation/Integrity/Tolerance/Curiosity			<b>Learner Profile:</b> Open-Minded/Thinker/ Knowledgeable <b>Attitudes:</b> Appreciation/Cooperation/Respect		
	<b>Approaches to Learning Skills</b> •Self-Management/Reflection (C) /Affective (C) •Communication/Communication Skills (E)			<b>Approaches to Learning Skills</b> •Research/Information Literacy Skills (C) •Self-Management/Organization Skills (B)			<b>Approaches to Learning Skills</b> •Thinking/Critical Thinking Skills(C) •Self-Management/Affective Skills (A3)			<b>Approaches to Learning Skills</b> •Thinking/Critical Thinking Skills (F, G) •Thinking/Creative Thinking Skills (B)			<b>Approaches to Learning Skills</b> •Social/Collaboration Skills (D) •Communication/Communication Skills (G)			<b>Approaches to Learning Skills</b> •Research/Information Literacy Skills (F) •Thinking/Transfer Skills (B)		
	<b>♦Science and Social Studies Subject Focus &amp; Curriculum Connections♦</b>																	
•Science: PLTW #1: Bio-Diversity: Different Ways Humans and Families Live •Social Studies: 2.1- Rights and Responsibilities within a Family			•Science: PLTW- The Changing Earth/Impact of Land/Water on Lifestyles; Landforms & Bodies of Water •Social Studies: 2.2- Local/Global Perspectives; Personal/ Ancestral Histories			•Science: PLTW - Properties of Matter; Engineering •Social Studies: 2.1- Cultural Art, Media and Communication			•Science: PLTW - The Changing Earth/Erosion: Student Experiment with Causes of Erosion •Social Studies: 2.4- Social Impact of Earth's Events			•Science: PLTW-Grids & Games/Global leaders in Scientific Fields; Scientific Processes •Social Studies: 2.3- Influential Figures, Their Characteristics, Decisions, Actions			•Science: PLTW- Form & Function (pollination & seed dispersal), Agricultural Life Cycles •Social Studies: 2.4- Agricultural Producers and Consumers			

1st Grade	<b>Central Idea (2)</b> Perspectives can influence connections through community and cultures.		<b>Central Idea (6)</b> Place and time may cause change and advancement.		<b>Central Idea (4)</b> Cultural perspectives influence the expression of beliefs and values.		<b>Central Idea (5)</b> The natural world can change human societies.		<b>Central Idea (3)</b> The forms of goods and services influence economic activities.		<b>Central Idea (1)</b> Making responsible choices can lead to reflections, conflict resolution, and peace.							
	<b>Key Concepts</b> Connection/Perspective		<b>Related Concepts</b> Compare/Contrast		<b>Key Concepts</b> Causation/Change		<b>Related Concepts</b> Reason/Advancement		<b>Key Concepts</b> Perspective/Responsibility		<b>Related Concepts</b> Expression/Beliefs							
	<b>Key Concepts</b> Causation/Connection		<b>Related Concepts</b> Location		<b>Key Concepts</b> Form/Function		<b>Related Concepts</b> Goods/Services		<b>Key Concepts</b> Function/Responsibility		<b>Related Concepts</b> Citizenship/Behavior							
	<b>Lines of Inquiry</b>			<b>Lines of Inquiry</b>			<b>Lines of Inquiry</b>			<b>Lines of Inquiry</b>								
	<ul style="list-style-type: none"> <li>Unique perspectives of self in communities (perspective)</li> <li>The influence of existing customs (connection)</li> <li>Cultures around the world (compare/contrast)</li> </ul>			<ul style="list-style-type: none"> <li>How people lived in the past (change)</li> <li>Advancements in lifestyle (transportation/technology) (advancement)</li> <li>How and why life changes (causation/reason)</li> </ul>			<ul style="list-style-type: none"> <li>The importance of landmarks, holidays, and songs (perspectives)</li> <li>How light is used to enhance cultural celebrations (beliefs)</li> <li>How cultures show their beliefs (responsibility)</li> </ul>			<ul style="list-style-type: none"> <li>How the sun, moon, and stars affect the physical characteristics of places (connection)</li> <li>Absolute and relative location of people (location)</li> <li>How environments influence the way people live (causation)</li> </ul>			<ul style="list-style-type: none"> <li>Different forms of currency (form)</li> <li>The impact of goods and services on the environment (goods/services)</li> <li>How currency is used to exchange goods&amp; services (function)</li> </ul>			<ul style="list-style-type: none"> <li>How to be responsible (responsibility)</li> <li>The importance of minding rules &amp; laws (function)</li> <li>Everyone's choices influence the world (behavior)</li> </ul>		
	<b>Learner Profile:</b> Inquirer, Risk-Taker, Open-Minded <b>Attitudes:</b> Curiosity, Respect, Tolerance			<b>Learner Profile:</b> Balanced, Principled, Communicator <b>Attitudes:</b> Independence, Creativity, Enthusiasm			<b>Learner Profile:</b> Thinker, Inquirer, Knowledgeable <b>Attitudes:</b> Appreciation, Confidence, Enthusiasm			<b>Learner Profile:</b> Inquirer, Knowledgeable, Communicator <b>Attitudes:</b> Tolerance, Curiosity, Cooperation			<b>Learner Profile:</b> Thinker, Reflective, Knowledgeable <b>Attitudes:</b> Confidence, Commitment, Independence			<b>Learner Profile:</b> Principled, Reflective, Caring <b>Attitudes:</b> Integrity, Respect, Empathy		
	<b>Approaches to Learning Skills</b> •Thinking/Critical Skills (N) •Research/Info Literacy Skills (F)			<b>Approaches to Learning Skills</b> •Thinking/Thinking Creative Skills (E) •Research/Media Literacy Skills (A)			<b>Approaches to Learning Skills</b> •Self-Management/Organizational Skills (B) •Communication/Communication Skills (W)			<b>Approaches to Learning Skills</b> •Research/Info Literacy Skills (A) •Communication/Communications Skills (J)			<b>Approaches to Learning Skills</b> •Thinking/Transfer Skills (I) •Self-Management/Reflection Skills (A)			<b>Approaches to Learning Skills</b> •Social/Collaboration Skills (F) •Self-Management/Affective Skills (C1)		
	<b>♦Science and Social Studies Subject Focus &amp; Curriculum Connections♦</b>																	
•Science: PLTW- Light & Sound (1-2)/ Sound Vibration Patterns •Social Studies: 1.5- Cultural beliefs and traditions			•Science: PLTW-Animated Story Telling/Communication, Technology, and Tools •Social Studies: 1.4- Long ago and today			•Science: PLTW- Light & Sound (3-5)/ Electromagnetic Radiation (illumination) •Social Studies: 1.3- Patriotism			•Science: PLTW- Light, Observing the Sun, Moon Stars/ Effect of Universe on Location/Environment •Social Studies: 1.2- Physical Environments and People			•Science: Developing and Using Models •Social Studies: 1.6- Goods and services			•Science: PLTW- Animal Adaptations/ Growth & Development of Offspring •Social Studies:1.1-Citizenship/Rules (for self-governing)			

Kindergarten	<b>Who We Are (1)</b> CI: Friends, communities and cultures have a role in our growth.		<b>Where We Are in Place &amp; Time (3)</b> CI: Local and global symbols form connections between people and places.		<b>How We Express Ourselves (2)</b> CI: People express feelings and ideas through the arts.		<b>Sharing the Planet (4)</b> CI: Communities are connected through relationships.					
	<b>Key Concepts</b> Change/Responsibility		<b>Related Concepts</b> Roles/Friendship		<b>Key Concepts</b> Connection/Function/Form		<b>Related Concepts</b> Neighborhoods/Design					
	<b>Key Concepts</b> Perspective/Connection		<b>Related Concepts</b> Opinions/Tools		<b>Key Concepts</b> Form/Causation/Connection		<b>Related Concepts</b> Plant & Animal Life/Environment					
	<b>Lines of Inquiry</b>			<b>Lines of Inquiry</b>			<b>Lines of Inquiry</b>					
	<ul style="list-style-type: none"> <li>People work together. (roles)</li> <li>Responsibilities as a community member (responsibility)</li> <li>Ways to be a friend (change/friendship)</li> </ul>			<ul style="list-style-type: none"> <li>How places are represented on a map (connection)</li> <li>The purpose of symbols. (function)</li> <li>Designs are conveyed through models (form)</li> </ul>			<ul style="list-style-type: none"> <li>People use art to express themselves (perspective)</li> <li>How people react to art (connection)</li> <li>Mediums of an artist (tools)</li> </ul>			<ul style="list-style-type: none"> <li>Environment can impact well-being (causation)</li> <li>Plant and animal communities (form)</li> <li>Plants and animals can affect one another (plant/animal life)</li> </ul>		
	<b>Learner Profile:</b> Communicator, Principled, Caring <b>Attitudes:</b> Cooperation, Integrity, Independence			<b>Learner Profile:</b> Inquirer, Knowledgeable, Risk-Taker <b>Attitudes:</b> Appreciation, Confidence, Commitment			<b>Learner Profile:</b> Open-Minded, Reflective, Balanced <b>Attitudes:</b> Enthusiasm, Creativity, Respect			<b>Learner Profile:</b> Inquirer, Knowledgeable, Thinker <b>Attitudes:</b> Curiosity, Empathy, Tolerance		
	<b>Approaches To Learning Skills</b> •Communication/Communication: (C) •Self-Management/Organization: (J)			<b>Approaches To Learning Skills</b> •Research/Information Literacy : (C) •Thinking/Creative: (B)			<b>Approaches To Learning Skills</b> •Thinking/Transfer: (H) •Self-Management/Reflection: (A) •Self-Management/Affective(C)			<b>Approaches To Learning Skills</b> •Social/Collaboration: (F) •Thinking/Critical: (R) •Research/Media Literacy: (E)		
	<b>♦Science and Social Studies Subject Focus &amp; Curriculum Connections♦</b>											
•Science: PLTW-Structure and Function, Exploring Design •Social Studies: K.1 Learning and working together K.3 Work now and long ago			•Science: PLTW: Pushes and Pulls •Social Studies: K.2 National and Local Symbols K.4 Geography of a neighborhood			•Science: PLTW: Structure and Function of the Human Body (create a cast) •Social Studies: K.6 Reaching to times past			•Science: PLTW: Animals and Algorithms •Social Studies: K.5 Time and chronology			

Updates beyond grade level and alignment changes include the removal of 6<sup>th</sup> grade, Kindergarten shifting from 6 to 4 units and REFLECTION changed from a key concept to become a focus for both teachers and students across all units.