

Arroyo Elementary Programme of Inquiry – Updated September 2018-2019

Grade Level	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
	<p><i>Inquiry Into:</i></p> <ol style="list-style-type: none"> 1. The Nature of self 2. Beliefs and values 3. Personal, physical, mental, social, and spiritual health 4. Human relationships including families, friends, communities, and cultures 5. Rights and Responsibilities 6. What it means to be human 	<p><i>Inquiry Into:</i></p> <ol style="list-style-type: none"> 1. Orientation in place and time 2. Personal histories 3. Homes and Journeys 4. Discoveries, exploration and migrations of humankind 5. The relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives 	<p><i>Inquiry Into:</i></p> <ol style="list-style-type: none"> 1. The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values 2. The ways in which we reflect on, extend and enjoy our creativity 3. Our appreciation of the aesthetic 	<p><i>Inquiry Into:</i></p> <ol style="list-style-type: none"> 1. The natural world and its laws 2. The interaction between the natural world (physical and biological) and human societies 3. How humans use their understanding of scientific principles 4. The impact of scientific and technological advances on society and on the environment 	<p><i>Inquiry Into:</i></p> <ol style="list-style-type: none"> 1. The inter-connectedness of human-made systems and communities 2. The structure and function of organizations 3. Societal decision-making 4. Economic activities and their impact on humankind and the environment 	<p><i>Inquiry Into:</i></p> <ol style="list-style-type: none"> 1. Rights and responsibilities in the struggle to share finite resources with other people and other living things. 2. Communities and the relationships within and between them 3. Access to equal opportunities 4. Peace and conflict resolution
Grade TK	<p><u>Transdisciplinary Theme</u> <u>Descriptor:</u> Nature of self <u>Central Idea:</u> Learning about ourselves helps us understand that people have similarities and differences <u>Lines of Inquiry:</u> An inquiry into me and my family An inquiry into how families are similar An inquiry into how families are different <u>Key Concepts:</u> Form, Perspective, connection <u>Related Concepts:</u> Similarities and differences</p>	Not taught in TK	<p><u>Transdisciplinary Theme</u> <u>Descriptor:</u> The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values <u>Central Idea:</u> People use many ways to express ideas and feelings <u>Lines of Inquiry</u> An inquiry into how we use our bodies to communicate An inquiry into how we express ideas and feelings verbally An inquiry into how we express ideas and feelings visually <u>Key Concepts:</u> Function, Perspective <u>Related Concepts</u> Communication, opinions, beliefs</p>	<p><u>Transdisciplinary Theme</u> <u>Descriptor:</u> The interaction between the natural world (physical and biological) and human societies <u>Central Idea:</u> Humans impact the world they live in. <u>Lines of Inquiry</u> An inquiry into the needs of life on Earth An inquiry into the water cycle An inquiry into human impact (good and bad) and responsibility <u>Key Concepts:</u> Causation, responsibility, reflection <u>Related Concepts</u> Consequences, impact,</p>	<p><u>Transdisciplinary Theme</u> <u>Descriptor:</u> The interconnectedness of human-made systems and communities <u>Central Idea:</u> Communities develop rules & expectations for its members. <u>Lines of Inquiry</u> An inquiry into how school works An inquiry into how our learning community works and the community that surrounds us An inquiry into our responsibility as a community member <u>Key Concepts:</u> Function, responsibility <u>Related Concepts</u> Roles, Systems</p>	Not taught in TK
Grade K	<p><u>Transdisciplinary Theme</u> <u>Descriptor:</u> What it means to be human <u>Central Idea:</u> Human curiosity leads to learning. <u>Lines of Inquiry</u> An inquiry into curiosity An inquiry into connecting curiosity to learning</p>	<u>Not Taught in Kinder</u>	<p><u>Transdisciplinary Theme</u> <u>Descriptor:</u> The ways in which we reflect on, extend and enjoy our creativity <u>Central Idea:</u> We can communicate feelings through the arts. <u>Lines of Inquiry</u> An inquiry into expressing feelings</p>	<p><u>Transdisciplinary Theme</u> <u>Descriptor:</u> The interaction between the natural world (physical and biological) and human societies <u>Central Idea:</u> We make observations about how the sun affects our environment. <u>Lines of Inquiry</u></p>	<p><u>Transdisciplinary Theme</u> <u>Descriptor:</u> The interconnectedness of human-made systems and communities <u>Central Idea:</u> Citizens and structure matter in a community <u>Lines of Inquiry</u></p>	<u>Not Taught in Kinder</u>

	<p>An inquiry into how curiosity changes perspective</p> <p><u>Key Concepts:</u> Form, Connection, Change</p> <p><u>Related Concepts</u> Similarities/Differences, transformation, interdependence</p>		<p>in art An inquiry into expressing feelings in music An inquiry into expressing feelings in dance</p> <p><u>Key Concepts:</u> Perspective, connection</p> <p><u>Related Concepts</u></p>	<p>An inquiry into what is the sun An inquiry into how the sun affects the earth An inquiry into how art can help express beliefs and opinions about the effects of the sun.</p> <p><u>Key Concepts:</u> Causation, form, perspective</p> <p><u>Related Concepts</u> Patterns, beliefs, opinions</p>	<p>An inquiry into what is a community An inquiry into what are rights and duties of a citizen in the community An inquiry into how we reflect about actions in the community</p> <p><u>Key Concepts:</u> Form, Function, Reflection</p> <p><u>Related Concepts</u> Structure, Role, Accepting Responsibility</p>	
Grade 1	<p><u>Transdisciplinary Theme Descriptor:</u> Physical, mental, social, spiritual health</p> <p><u>Central Idea:</u> Choices we make affect us.</p> <p><u>Lines of Inquiry</u> An inquiry into health and safety An inquiry into the risks of unhealthy choices An inquiry into changes we can make in our choices</p> <p><u>Key Concepts:</u> Responsibility, Connection, Change</p> <p><u>Related Concepts</u></p>	<p><u>Transdisciplinary Theme Descriptor:</u> Orientation into place and time</p> <p><u>Central Idea:</u> How we live depends on when and where.</p> <p><u>Lines of Inquiry</u> An inquiry into when I live and where I live An inquiry into life in other places An inquiry into life in other times</p> <p><u>Key Concepts:</u> Connection, Perspective, Change</p> <p><u>Related Concepts</u> Relationships, opinion & Beliefs, transformation, growth</p>	<p><u>Transdisciplinary Theme Descriptor:</u> Ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p><u>Central Idea:</u> Communities commemorate culture.</p> <p><u>Lines of Inquiry</u> An inquiry into symbolism An inquiry into how communities recognize events, people and values An inquiry into symbols in other countries</p> <p><u>Key Concepts:</u> Causation, Form, Perspective</p> <p><u>Related Concepts</u> Similarities & differences, Impact, Beliefs</p>	<p><u>Transdisciplinary Theme Descriptor:</u> Interaction between the natural world (physical and biological) and human societies</p> <p><u>Central Idea:</u> Light and sound aid communication</p> <p><u>Lines of Inquiry</u> An inquiry into vibrations and sounds An inquiry into illumination and sight An inquiry into using light and sound to communicate</p> <p><u>Key Concepts:</u> Function, Causation, Perspective</p> <p><u>Related Concepts</u></p>	<p><u>Transdisciplinary Theme Descriptor:</u> Economic activities and their impact on human kind and the environment</p> <p><u>Central Idea:</u> Needs and wants have a cost</p> <p><u>Lines of Inquiry</u> An inquiry into the difference between needs and wants An inquiry into why people work An inquiry into how we will meet our needs and wants when we grow up</p> <p><u>Key Concepts:</u> Form, Responsibility, Reflection</p> <p><u>Related Concepts</u></p>	<p><u>Transdisciplinary Theme Descriptor:</u> Rights and responsibilities in the struggle to share finite resources with other people and with other living things.</p> <p><u>Central Idea:</u> Living things struggle to meet their needs</p> <p><u>Lines of Inquiry</u> An inquiry into the characteristics that help living things survive An inquiry into solving human problem based on characteristics of other living things An inquiry into human responsibility to protect living things</p> <p><u>Key Concepts:</u> Function, Connection, Responsibility</p> <p><u>Related Concepts</u></p>
Grade 2	<p><u>Transdisciplinary Theme Descriptor:</u> Human relationships including families, friends, communities and cultures</p> <p><u>Central Idea:</u> Every culture has its own customs</p>	<p><u>Transdisciplinary Theme Descriptor:</u> Homes and journeys</p> <p><u>Central Idea:</u> Past events influence the present.</p> <p><u>Lines of Inquiry:</u></p>	<p><u>Transdisciplinary Theme Descriptor:</u> Ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p><u>Central Idea:</u> Discoveries happen by</p>	<p><u>Transdisciplinary Theme Descriptor:</u> The natural world and its laws</p> <p><u>Central Idea:</u> The world provides the basic needs of living things.</p>	<p><u>Transdisciplinary Theme Descriptor:</u> The interconnectedness of human-made systems and communities.</p> <p><u>Central Idea:</u> Communities depend on one</p>	<p><u>Transdisciplinary Theme Descriptor:</u> Rights and responsibilities in the struggle to share finite resources with other people and with other living things.</p> <p><u>Central Idea:</u></p>

	<p>and traditions.</p> <p><u>Lines of Inquiry:</u> An inquiry into the elements that define a culture. An inquiry into how customs and traditions define us. An inquiry into cultural expressions across the globe.</p> <p><u>Key Concepts:</u> Form, Connection, Perspective</p> <p><u>Related Concepts:</u> Similarities/Differences, relationships, beliefs/opinions.</p>	<p>An inquiry into the past events An inquiry into the values of the past and present An inquiry into structures of the past and present</p> <p><u>Key Concepts:</u> Perspective, Change, Causation</p> <p><u>Related Concepts:</u></p>	<p>questioning, testing and expressing ideas.</p> <p><u>Lines of Inquiry:</u> An inquiry into the characteristics of inventors An inquiry into design cycle An inquiry into expressing discoveries</p> <p><u>Key Concepts:</u> Perspective, Reflection, Form</p> <p><u>Related Concepts:</u> Beliefs, Similarities</p>	<p><u>Lines of Inquiry:</u> An inquiry into habitats and survival An inquiry into habitats in our world An inquiry into changes in habitats</p> <p><u>Key Concepts:</u> Connection, Form, Change</p> <p><u>Related Concepts:</u></p>	<p>another.</p> <p><u>Lines of Inquiry:</u> An inquiry into the purposes of different communities An inquiry into changes of communities An inquiry into how communities depend on one another</p> <p><u>Key Concepts:</u> Function, Change, Connection</p> <p><u>Related Concepts:</u> Role, Transformation, Relationships</p>	<p>How we take care of the world can affect our environment.</p> <p><u>Lines of Inquiry:</u> An inquiry into the environment and natural resources An inquiry into choices that affect the environment An inquiry into our responsibility in protecting the environment</p> <p><u>Key Concepts:</u> Form, Causation, Responsibility</p> <p><u>Related Concepts:</u> Properties, Consequences/impact, caring</p>
Grade 3	<p><u>Transdisciplinary Theme Descriptor:</u> Human relationships including families, friends, communities and cultures</p> <p><u>Central Idea:</u> Living things need each other.</p> <p><u>Lines of Inquiry:</u> An inquiry into inherited traits An inquiry into why living things form communities An inquiry into the interconnection of living things</p> <p><u>Key Concepts:</u> Form, Function, Connection</p> <p><u>Related Concepts:</u> Similarities/Differences, Structure, Role, Behavior, Patterns, Relationships, Interdependence</p>	<p><u>Transdisciplinary Theme Descriptor:</u> The relationship between the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p><u>Central Idea:</u> Civilizations have culture</p> <p><u>Lines of Inquiry:</u> An inquiry into culture An inquiry into cultural perspectives An inquiry into culture in place and time</p> <p><u>Key Concepts:</u> Form, Perspective, Change</p> <p><u>Related Concepts:</u></p>	<p><u>Transdisciplinary Theme Descriptor:</u> The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p><u>Central Idea:</u> People share ideas through art and stories.</p> <p><u>Lines of Inquiry:</u> An inquiry into point of view in art and stories An inquiry into interpreting art and stories An inquiry into effective communication</p> <p><u>Key Concepts:</u> Perspective, Connection, Reflection</p> <p><u>Related Concepts:</u> Subjectivity, Opinions, relationships, networks, interconnected, predictions, open-minded</p>	<p><u>Transdisciplinary Theme Descriptor:</u> Interaction between the natural world (physical and biological) and human societies</p> <p><u>Central Idea:</u> Patterns help us understand how things work.</p> <p><u>Lines of Inquiry:</u> An inquiry into natural patterns. An inquiry into changes in patterns. An inquiry into identifying and predicting patterns.</p> <p><u>Key Concepts:</u> Causation, Change, Reflection</p> <p><u>Related Concepts:</u> Pattern, consequence, sequence, adaptations, cycles, transformation, prediction</p>	<p><u>Transdisciplinary Theme Descriptor:</u> The structure and function of organizations</p> <p><u>Central Idea:</u> Structures create order.</p> <p><u>Lines of Inquiry:</u> An inquiry into the different human organizational structures. An inquiry into the purpose of the different forms of organizations. An inquiry into an individual's role within a structure (home, school, government).</p> <p><u>Key Concepts:</u> Form, Function, Responsibility</p> <p><u>Related Concepts:</u> Structures, similarities, differences, role and communication</p>	<p><u>Transdisciplinary Theme Descriptor:</u> Rights and responsibilities in the struggle to share finite resources with other people and with other living things.</p> <p><u>Central Idea:</u> Change affects survival</p> <p><u>Lines of Inquiry:</u> An inquiry into changes in the environment. An inquiry into effects on life. An inquiry into perspectives of changes. An inquiry into the human rights and responsibilities in sharing resources</p> <p><u>Key Concepts:</u> Change, Causation, Perspective</p> <p><u>Related Concepts:</u> Adaptation, consequences, Responsibilities, beliefs and opinions.</p>

Grade 4	<p><u>Transdisciplinary Theme Descriptor:</u> Rights and Responsibilities</p> <p><u>Central Idea:</u> Role models play an important role in people’s lives.</p> <p><u>Lines of Inquiry:</u> An inquiry into relationships between role models and people who look up to them. An inquiry into how role models impact others. An inquiry into how I impact others.</p> <p><u>Key Concepts:</u> Connection, Responsibility, Reflection</p> <p><u>Related Concepts:</u> Interdependence</p>	<p><u>Transdisciplinary Theme Descriptor:</u> The discoveries, explorations and migrations of humankind</p> <p><u>Central Idea:</u> Migrations impact living things.</p> <p><u>Lines of Inquiry:</u> An inquiry into the form of migration An inquiry into the causes of migration. An inquiry into the effects of migration on living things.</p> <p><u>Key Concepts:</u> Form, Causation, Change</p> <p><u>Related Concepts:</u></p>	<p><u>Transdisciplinary Theme Descriptor:</u> Ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p><u>Central Idea:</u> People express ideas in different ways.</p> <p><u>Lines of Inquiry:</u> An inquiry into forms of expressing An inquiry into different genres An inquiry into different perspectives.</p> <p><u>Key Concepts:</u> Perspective, Form, Function</p> <p><u>Related Concepts:</u> Communication</p>	<p><u>Transdisciplinary Theme Descriptor:</u> How humans use their understanding of scientific principles</p> <p><u>Central Idea:</u> Energy can be converted and transformed to be used in different ways.</p> <p><u>Lines of Inquiry:</u> An inquiry into identifying parts of energy systems. An inquiry into forms and transformations of energy. An inquiry into usage of energy.</p> <p><u>Key Concepts:</u> Form, Change, Function</p> <p><u>Related Concepts:</u> Properties, Transformation/sequence, systems,</p>	<p><u>Transdisciplinary Theme Descriptor:</u> The structure and function of organizations</p> <p><u>Central Idea:</u> Humans organize themselves in response to the geological changes on the earth.</p> <p><u>Lines of Inquiry:</u> An inquiry into geologic changes as a result of the rock cycle and plate tectonics. The effects of geological changes on earth The effects of Geologic changes on global decisions and actions</p> <p><u>Key Concepts:</u> Form, Causation, Responsibility</p> <p><u>Related Concepts:</u> <i>Properties, structures, similarities, impact, consequences, impact, structures, changes, properties, caring, cooperation, empathy, action, communication</i></p>	<p><u>Transdisciplinary Theme Descriptor:</u> Peace and conflict resolutions</p> <p><u>Central Idea:</u> Solutions to problems impact the quality of life.</p> <p><u>Lines of Inquiry:</u> An inquiry into causes of problems An inquiry into different ways of solving problems An inquiry into the impact of how people solve problems on the quality of lives.</p> <p><u>Key Concepts:</u> Causation, Perspective, Responsibility</p> <p><u>Related Concepts:</u> Sequence, Prejudice, Ethics</p>
Grade 5	<p><u>Transdisciplinary Theme Descriptor:</u> Human relationships including families, friends, communities and cultures.</p> <p><u>Central Idea:</u> Human migrations transform cultures</p> <p><u>Lines of Inquiry:</u> An inquiry into how native populations viewed westward expansion. An inquiry into how westward expansion transformed native populations. An inquiry into how current native</p>	<p><u>Transdisciplinary Theme Descriptor:</u> The discoveries, explorations and migrations of humankind</p> <p><u>Central Idea:</u> Explorations cause change.</p> <p><u>Lines of Inquiry:</u> An inquiry into the consequences of change. An inquiry into how exploration affects natural and human systems An inquiry into how consequences of change are viewed.</p>	<p><u>Transdisciplinary Theme Descriptor:</u> Ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p><u>Central Idea:</u> Values can be expressed in creative ways.</p> <p><u>Lines of Inquiry:</u> An inquiry into forms of art An inquiry into how values and beliefs influence art An inquiry into interpretations of art</p>	<p><u>Transdisciplinary Theme Descriptor:</u> Natural world and its laws</p> <p><u>Central Idea:</u> All life forms are made of matter and require energy.</p> <p><u>Lines of Inquiry:</u> An inquiry into what is matter and energy. An inquiry into how energy is transferred. An inquiry into why energy is transferred.</p>	<p><u>Transdisciplinary Theme Descriptor:</u> The structure and function of organizations</p> <p><u>Central Idea:</u> Governing systems impact communities</p> <p><u>Lines of Inquiry:</u> An inquiry into the function of government An inquiry into the effects on communities. An inquiry into how governments change.</p>	<p><u>Transdisciplinary Theme Descriptor:</u> Rights and responsibilities in the struggle to share finite resources with other people and with other living things.</p> <p><u>Central Idea:</u> Human communities impact water resources.</p> <p><u>Lines of Inquiry:</u> An inquiry into Earth’s systems An inquiry into how community systems sustain water resources An inquiry into how human communities impact Earth’s</p>

	<p>demographics in North America have changed.</p> <p>Key Concepts: Perspective, Change, Reflection</p> <p>Related Concepts: Adaptation, Prejudice, Interpretation</p>	<p>Key Concepts: Change, Connection, Perspective</p> <p>Related Concepts: Relationships, Beliefs, Prejudice, Transformation</p>	<p>Key Concepts: Form, Perspective, Reflection</p> <p>Related Concepts: Structure, Subjectivity</p>	<p>Key Concepts: Form, Connection, Function</p> <p>Related Concepts:</p>	<p>Key Concepts: Function, Causation, Change</p> <p>Related Concepts: Systems, impact, sequences</p>	<p>systems</p> <p>Key Concepts: Form, Function, Perspective</p> <p>Related Concepts: Systems, behaviors, properties, structures, responsibility.</p>
Grade 6	<p>Transdisciplinary Theme Descriptor: Nature of Self</p> <p>Central Idea: Interdependent systems impact humanity.</p> <p>Lines of Inquiry: An inquiry into human systems and the parts that make it up. An inquiry into how systems are interdependent An inquiry into how systems are interdependent</p> <p>Key Concepts: Form, Function, Connection</p> <p>Related Concepts: communication, structure, interdependence.</p>	<p>Transdisciplinary Theme Descriptor: The relationship between the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Central Idea: Identities may be influenced by attaining needs and wants</p> <p>Lines of Inquiry: An inquiry into how to determine between needs and wants An inquiry into what causes needs and wants An inquiry into how people connect in their search for needs and wants.</p> <p>Key Concepts: Function, Causation, Connection</p> <p>Related Concepts:</p>	<p>Transdisciplinary Theme Descriptor: Our appreciation of the aesthetic</p> <p>Central Idea: Art may be purposeful</p> <p>Lines of Inquiry: An inquiry into art as a reflection on social values An inquiry into intentional communication An inquiry into understanding context</p> <p>Key Concepts: Perspective, Responsibility, Connection</p> <p>Related Concepts:</p>	<p>Transdisciplinary Theme Descriptor: The impact of scientific and technological advances on society and on the environment.</p> <p>Central Idea: Discoveries affect change in societies and their environments</p> <p>Lines of Inquiry: An inquiry into how science and technology have changes. An inquiry into how changes affect societies. An inquiry into the development of ancient societies.</p> <p>Key Concepts: Change, Causation, Perspective</p> <p>Related Concepts:</p>	<p>Transdisciplinary Theme Descriptor: Societal decision making</p> <p>Central Idea: Societies make decisions through interaction which may lead to conflict and/or cooperation.</p> <p>Lines of Inquiry: An inquiry into various beliefs. An inquiry into how beliefs shape actions within societies. An inquiry into the different roles and responsibilities of members in a community.</p> <p>Key Concepts: Perspective, Causation, Responsibility</p> <p>Related Concepts:</p>	<p>Exhibition Unit</p>
PSPE	<p>Transdisciplinary Theme Descriptor: Personal, physical, mental, social, and spiritual health</p> <p>Central Idea: Choices we make affect our physical & mental health</p> <p>Lines of Inquiry: An inquiry into the connection</p>	<p>Transdisciplinary Theme Descriptor: An inquiry into the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</p> <p>Central Idea: Cultural values can be expressed through physical activity</p>	<p>Transdisciplinary Theme Descriptor: The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p>Central Idea: Communication affects outcomes</p> <p>Lines of Inquiry: An inquiry into how a group</p>	<p>Transdisciplinary Theme Descriptor: The interaction between the natural world (physical and biological) and human societies</p> <p>Central Idea: Physical activity is defined by balance</p> <p>Lines of Inquiry</p>	<p>Transdisciplinary Theme Descriptor: The structure and function of organizations</p> <p>Central Idea: People build structures to create order</p> <p>Lines of Inquiry: An inquiry into the structures of</p>	<p>Transdisciplinary Theme Descriptor: Peace and conflict resolution</p> <p>Central Idea: People's actions impact the world around them in positive and negative ways.</p> <p>Lines of Inquiry: An inquiry into conflict resolution</p>

	<p>between how your choices affect your health An inquiry into how my actions directly affect my health</p> <p><u>Key Concepts:</u> Connection Responsibility</p>	<p><u>Lines of Inquiry:</u> An inquiry into global similarities and differences in physical activities/games An inquiry into sports/activities that are valued in different parts of the world</p> <p><u>Key Concepts:</u> Connection Perspective</p>	<p>communicates An inquiry into real world team structures/organizational structure An inquiry into responsibility of the individual in a team to achieve an outcome</p>	<p>An inquiry into how natural phenomena affects movement (Form) An inquiry into how we adjust in response to gravitational pulls (Causation) An inquiry into balance as a metaphor (Reflection)</p> <p><u>Key Concepts</u> Form Causation</p>	<p>successful games/activities An Inquiry into results of no structures An inquiry into our responsibility within structures</p> <p><u>Key Concepts:</u> Form Function Responsibility</p>	<p>with an activity An inquiry into the uses of the equipment/resources An inquiry into when w don't use resources responsibly</p> <p><u>Key Concepts:</u> Form Function Responsibility</p>
Spanish	<p><u>Transdisciplinary Theme Descriptor:</u></p> <p><u>Central Idea:</u> <i>Honesty is an essential characteristic for healthy human relationships.</i></p> <p><u>Lines of Inquiry</u> An inquiry into how needs motivate our actions</p> <p><u>Key Concepts</u> Perspective, Connection, Causation</p>	<p><u>Transdisciplinary Theme Descriptor:</u></p> <p><u>Central Idea:</u> Experiences change our perspectives.</p> <p><u>Lines of Inquiry</u> An inquiry into changes in perspective An inquiry into other cultures</p> <p><u>Key Concepts</u> Responsibility, Perspective, Change</p>	<p><u>Transdisciplinary Theme Descriptor:</u></p> <p><u>Central Idea:</u> We use language to communicate.</p> <p><u>Lines of Inquiry</u> An inquiry into introducing yourself An inquiry into expressing changes</p> <p><u>Key Concepts</u> Change</p>	<p><u>Transdisciplinary Theme Descriptor:</u> <u>Central Idea:</u></p> <p><u>Lines of Inquiry</u></p> <p><u>Key Concepts</u></p>	<p><u>Transdisciplinary Theme Descriptor:</u> <u>Central Idea:</u></p> <p><u>Lines of Inquiry</u></p> <p><u>Key Concepts</u></p>	<p><u>Transdisciplinary Theme Descriptor:</u></p> <p><u>Central Idea:</u> Individual actions affect the community.</p> <p><u>Lines of Inquiry</u> An inquiry into the effects of an individual's actions</p> <p><u>Key Concepts</u> Causation</p>
Music	<p><u>Transdisciplinary Theme Descriptor:</u></p> <p><u>Central Idea:</u> 3rd: Human cultures have music.</p> <p><u>Lines of Inquiry:</u> An inquiry into how music affects human moods An inquiry into connections to different cultures An inquiry into how people use music to connect with their feelings</p> <p><u>Key Concepts:</u> Perspective, Connection, Function</p>	<p><u>Transdisciplinary Theme Descriptor:</u></p> <p><u>Central Idea:</u> 2nd: Music moves in time.</p> <p><u>Lines of Inquiry:</u> An inquiry into rhythm An inquiry into connection between time and music An inquiry into tempo changes</p> <p><u>Key Concepts:</u> Form, Connection, Change</p>	<p><u>Transdisciplinary Theme Descriptor:</u></p> <p><u>Central Idea:</u> Kinder: Human make music 1st: Music effects people's emotions. 6th: Music can be shared through technology.</p> <p><u>Lines of Inquiry:</u> Kinder: An inquiry into instruments, An inquiry into voices, An inquiry into what type of instruments you like 1st: An inquiry into connecting music to emotions, An inquiry into what music does to us, An inquiry</p>	<p><u>Transdisciplinary Theme Descriptor:</u></p> <p><u>Central Idea:</u></p> <p><u>Lines of Inquiry:</u></p> <p><u>Key Concepts:</u></p>	<p><u>Transdisciplinary Theme Descriptor:</u></p> <p><u>Central Idea:</u> 4th: People use systems that impact humankind.</p> <p><u>Lines of Inquiry:</u> An inquiry into how music systems work An inquiry into arranging instrumentation An inquiry into reflecting on what sounds good or not good</p> <p><u>Key Concepts:</u> Function, Change, Reflection</p>	<p><u>Transdisciplinary Theme Descriptor:</u></p> <p><u>Central Idea:</u></p> <p><u>Lines of Inquiry:</u></p> <p><u>Key Concepts:</u></p>

			<p>into express our own emotions when we listen to a musical piece recorded or original</p> <p>6th: An inquiry into human responsibility in digital citizenship</p> <p>An inquiry into different perspectives on how software can be used to create music</p> <p>An inquiry into how the composition of music has changed over time.</p> <p><u>Key Concepts:</u></p> <p>Kinder: Form, Perspective</p> <p>1st: Connection, Causation, Perspective</p> <p>6th: Responsibility, Perspective, Change</p>			
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