CCES Programme of Inquiry Timeline 2020-2021

Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6

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| Pre-k | **Who We Are**-  **Central Idea**: Friends and family help people become part of the community  **Key concept:**  connection, responsibility, and perspective  **Related Concepts:** community, interaction, behavior  **Learner profile:** communicator, reflective, caring  **Lines of Inquiry**:   * Exploration of thoughts and feelings * Compare and contrast behaviors expected at home and at school * Navigating social settings, including interacting with peers ie: in a community * How behaviors and actions affect relationships | **How We Express Ourselves**-  **Central Idea**: Jobs arise from the wants and needs of a community  **Key concept**:  responsibility, causation, perspective  **Related Concepts:** community, responsibility, service  **Learner profile:**  Principled, knowledgeable, caring  **Lines of inquiry:**   * Roles and responsibility of community workers * Jobs needed in certain communities * Difference between wants and needs * Research into different forms of jobs | **Sharing the Planet**-  **Central Idea**: Living things depend on each other to survive  **Key concept**:  change, connection, causation  **Related Concepts:** survival, interaction, interdependence  **Learner profile:**  open-minded, balanced, communicators  **Lines of inquiry:**   * Life cycle of animals- Change * Interdependence and habitats of animals- Connection * Connection among plants, animals, and people. –Responsibility * What living things need to survive | **How the World Works**-  **Central Idea:** People build things to meet a need  **Key concept:**  connection, change, form  **Related Concepts**:  environment, patterns, motion  **Learner profile:**  Thinker and Knowledgeable  **Lines of inquiry:**   * Physical and Environmental, Properties of Matter- Form * Modes of transportation * Building things to meet a need |  |  |
| K | **Who We Are-**  **Central Idea:** Characteristics and cultures shape communities  **Key concept:** responsibility, perspective  **Related Concepts:** community, relationship, citizenship  L**earner profile:**  caring, communicator,  reflective  **Lines of Inquiry:**   * Rules are important in shaping our community (home, school, government) * Essential agreements shape classroom and school communities * Characteristics of a community * Various ways culture can shape a community * Navigating social settings, including interacting with peers ie: in a community (virtual classroom) | **How We Express Ourselves**-  **Central Idea:** Beliefs develop customs, and traditions  **Key concept:**  connection, perspective  **Related Concepts**: beliefs,  traditions, connection  **Learner profile:**  Open-minded knowledgeable  **Lines of Inquiry:**   * Connection: customs, celebrations, and community * Perspective: similarities and differences in global holidays * Types of celebrations * How celebrations are related to culture, traditions, and history * Our beliefs develop customs and traditions | **Where We are in Place and Time**-  **Central Idea:** Family impacts cultures around the world  **Key concept:**  causation, connection, change  **Related Concepts:** global, relationship, location  **Learner profile:**  inquirer, thinker, balanced  **Lines of Inquiry:**   * Our family history * Similarities and differences between other cultures and our own * Families and cultures around the world * Ways we can find out about our family history | **How We Organize Ourselves**-  **Central Idea**: Jobs impact the wants and needs of a community  **Key concept:**  function, form  **Related Concepts:** organize, community, interaction  **Learner profile:**  reflective, principled, risk taker  **Lines of Inquiry:**   * Form-life in the community * Reflection-when I grow up? What role will I play? * The difference between wants and needs * Causation of needs and wants |  |  |
| 1 | **Who We Are**-  **Central Idea:**  Connecting to Our World through History in Order to Mold Character  **Key concept**  responsibility, connection, perspective  **Related Concepts:**  historical figures, perspective, compare and contrast  **Learner profile:**  Reflective , Caring, Knowledgeable  **Lines of Inquiry**-   * Reflection of the characteristics of historical figures * Time influences solutions. * How things are different today than in the past * Connection between our lifestyles and characteristics to that of the historical figures. | **How We Express Ourselves**-  **Central Idea:**  Needs and wants drive behavior  **Key concept**  function, form, connection  **Related Concepts**: resources, habitat, life  **Learner profile**  Communicator, knowledgeable, inquirer  **Lines of Inquiry**   * Each part of a plant is essential in order for the plant to live and grow. * Animals have basic needs that work simultaneously to help them live and grow * Connection of our basic needs to the basic needs of plants and animals. * Environmental needs and wants encourages living things to express themselves | **How We Organize Ourselves**-  **Central Idea**: Change impacts the daily lives of people  **Key concept**  change, causation, form    **Related Concepts:** seasons, pattern, weather  **Learner profile:**  Inquirer**,** risk taker, open-minded  **Lines of Inquiry**   * Location and weather (Location impacts weather) * Seasons change, weather changes (Weather changes with the seasons) * We measure and monitor weather * Weather influences our choices as consumers and producers * Connection between consumers and producers | **Sharing the Planet**-  **Central Idea:**  Location influences geographical patterns of landform  **Key concept**  function, responsibility, form  **Related Concepts:** geography, patterns, continents  **Learner profile**  Communicator, caring,  Knowledgeable  **Lines of Inquiry**   * Location influences geographical patterns of landforms. * Our location influences the landforms that we see around us * Our location helps us identify where we live. * Topographical features affect how we live | **How the World Works**-  **Central Idea**: Experiments can lead to innovation and discovery  **Key concept**  causation, perspective  **Related Concepts:** interaction, environment, repel, attraction  **Learner profile**  Principled, balanced, reflective  **Lines of Inquiry**   * Magnets attract objects * Magnets repel objects * Magnets are used in everyday life | **Where We Are in Place and Time**-  **Central Idea:** Discovery Brings about Change  **Key Concept:** function, change, causation  **Related Concepts**: investigate, pitch, vibrations  Learner profile: Communicator, reflective, open-minded  **Lines of Inquiry**   * Light can make objects visible * Vibrating materials causes sound * Sound causes materials to vibrate * Sound and light impact people in different ways |
| 2 | **How We Express Ourselves** -  **Central Idea:** Beliefs affect organization  **Key Concept**:  function, responsibility, causation  **Related Concepts:** community, citizenship, interdependence  **Learner profile:** principled, communicator, knowledgeable  **Lines of Inquiry:**   * Function – How the roles in a community are organized, How members interact with each other * Causation – Consequences for actions, what makes communities a harmonious place * Responsibility – The responsibility of community members, How people depend on each other * Our beliefs affect how we organize ourselves within our community | **Who We Are**-  **Central Idea**: Human Relationships are Built on Beliefs and Values  **Key Concept:** form, perspective, responsibility  **Related Concepts:** governance, leadership, collaboration  **Learner profile:**  caring, inquirer, open-minded  **Lines of Inquiry:**   * Character traits * Human relationship * Roles and Responsibilities * Beliefs and Values | **Sharing the Planet**-  **Central Idea:** Cycles affect the environment  **Key Concept:**  change, causation, form  **Related Concepts:** cycles, patterns, environment  **Learner profile:** open-minded , communicator, thinker  **Lines of Inquiry:**   * Connection and causation of each stage of the life cycles * Needs and wants of living things shape life cycles * Changes of living things over their life cycle * Relationships of life cycles to the environment | **How We Organize Ourselves-**  **Central Idea-** Geography, culture, and environment influence resources  **Key Concept:** causation, connection, perspective    **Related Concepts:** gratitude, change, choices  **Learner profile:**  reflective, risk-taker, principled  **Lines of Inquiry:**   * Choices help people organize themselves and help others * Gratitude and appreciation * Resources available based on Geography * Events affects scarcity (Ex. Covid-19: no toilet tissue) | **Where We Are in Place and Time-**  **Central Idea:** Geography influences Resources  **Key Concept:** change and connection  **Related Concepts:** geography, resources, structures  **Learner profile:**  balanced, knowledgeable caring  **Lines of Inquiry:**   * Explorations and Migrations * Change of structures * Links to land and people * Location impacts way of living | **How the World Works**-  **Central Idea:** Physical attributes affect the world differently  H  **Key Concept:** function, change  **Related Concepts:**  Solar system, interaction, matter  **Learner profile:** thinker, inquirer, balanced  **Lines of Inquiry:**   * Each star has its own size and brightness * The sun and stars influence our world * The three states of matter. Liquid, Solid Gas * States of matter can be changed in the right conditions |
| 3 | **Who We Are**-  **Central Idea:** Beliefs and values foster relationships throughout the community  **Key Concept:**  perspectives, causation, responsibility  **Related Concepts:** community, exploration, relationships  **Learner profile:**  open-minded, risk-taker, communicator, caring  **Lines of Inquiry:**   * Situations that hinder progress * Conflicting beliefs and values impact relationships * Exploration impacts relationships | Wh **Sharing the Planet**-  **Central Idea:** Interaction  An and connection  Tra transform our  En environment  **Key Concept:**  connection,  causation  **Related Concepts:**  environment, interaction, connection  **Learner profile:**  reflective, thinker,  Caring  **Lines of Inquiry:**   * Then and Now * Interactions that affect the environment * Connections between people influence new ideas | **Where We are in Place and Time** -  **Central Idea:** Geographic locations affect our resources and lifestyles  **Key Concept:**  form, connection  **Related Concepts:**  geography, resources, location  **Learner profile:**  knowledgeable, reflective  **Lines of Inquiry:**   * Culture influences lifestyles * Location impacts way of living * Availability of resources based on location * Resources and lifestyles | **How We Organize Ourselves**-  **Central Idea:** Decisions Impact Organization  **Key Concept**: form, responsibility  **Related Concepts:**  interaction, adaptation, attributes  **Learner profile:**  inquirer, communicator  **Lines of Inquiry:**   * Decisions impacts scientific classification * Data collection organize decisions * Scientific decisions impact how the study of earth is organized * Decisions helps us to communicate investigations and explanations. | **How the World Works**-  **Central Idea:** Reactions to change impact outcomes  **Key Concept:** change, function, form  **Related Concepts:** demographics, vaccinations, medical  **Learner profile:** principled, balanced, risk-taker  **Lines of Inquiry:**   * Demographics determine decisions * Vaccinations affect diseases * Personal medical decisions affect the community | **How We Express Ourselves**-  **Central Idea:**  Rituals, traditions, and artifacts reflect the beliefs and values of cultures over time  **Key Concept:** connection, function, form  **Related Concepts:**  culture, traditions, environments  **Learner profile:** thinker, knowledgeable, inquirer  **Lines of Inquiry:**   * Beliefs affect values * Traditions impact beliefs * Environment creates cultures |
| 4 | **How We Express Ourselves-**  **Central Idea:** Conflict leads to change  **Key Concept:**  change, function, perspective  **Related Concepts:** conflict, interaction, collaboration  **Learner profile:** knowledgeable, risk-taker, communicator  **Lines of Inquiry:**   * events lead to change * conflicts cause changes to occur * people desire what’s best for them * people identifying problems * conflict resolution skills | **Where We Are in Place and Time-**  **Central Idea:**  Geography affects how we live  **Key Concept:**  causation, connection, form  **Related Concepts:** patterns, geography, expansion  **Learner profile:**  open-minded, inquirer,  **Lines of Inquiry:**   * Westward expansion * Weather patterns * The effects of geography on our lives | **Where We Organize Ourselves**  **Central Idea:** Patterns Change the World  **Key Concept:**  function, connection  **Related Concepts:** geography, patterns, expansion  **Learner profile:**  thinker, inquirer  **Lines of Inquiry:**   * Patterns and trends * Physical attributes of stars and planets * Decision making * The effects of seasons and weather and their patterns | **Sharing the Planet**-  **Central Idea:** Interactions change relationships  **Key Concept:**  responsibility,  perspective, form  **Related Concepts:** relationships, interaction, equality  **Learner profile:**  principled, caring, Reflective  **Lines of Inquiry:**   * Shaping a nation * Knowing where you’ve been * Rights & Responsibilities * How and why people’s interactions change relationships within their community | **How the World Works**-  **Central Idea:** Forces make change  **Key Concept:**  change, form, connection  **Related Concepts:** war, conflict, governance  **Learner profile**:  balanced, open-minded  **Lines of Inquiry:**   * Movement of light and sound * Decision making * Location and war | **Who We Are**-  **Central Idea:** Change impact roles  **Key Concept:** connection, causation, responsibility  **Related Concepts:** ecosystem, organisms, amendments  **Learner profile:** reflective, thinker  **Lines of Inquiry:**   * Turn of the century to now * Roles in the ecosystem * Habits of organisms of the world |
| 5 | **Where We are in Place and Time-**  **Central Idea:** Factors impact change  **Key Concept:**  change, causation, form  **Related Concepts:** society, cooperation, interaction  **Learner profile:** knowledgeable, principled, reflective  **Lines of Inquiry:**   * Citizen roles are impacted by the Bill of Rights * Temperature and pressure impact states of matter * Social, cultural and economic factors impact immigration choices. * The transfer of electrons impacts electricity, electromagnetism and circuitry. * Character interaction impact the change in the plot * Character(s) actions are factors that determine the theme. | **Who We Are**-  **Central Idea:** Conflict impacts culture  **Key Concept:** connection, form, function  **Related Concepts**: conflict, function, behaviors  **Learner profile**:  balanced, risk-taker  **Lines of Inquiry:**   * Factors that impact a culture’s/community’s growth * Factors impact what cultures can/cannot migrate to the U.S * Our Culture’s define who we are * Electricity is connected to the functions of circuits * Function of life change at the turn of the century * Connecting to other nations * Flow of Electrons and Electricity/Magnets and Electromagnetism | **How We Organize Ourselves**-  **Central Idea:** Processes develop order  **Key Concept:**  causation, responsibility, form  **Related Concepts:** economy, classification, interaction  **Learner profile:**  caring, communicator, open minded  **Lines of Inquiry:**   * Human actions on the economy * Impact of leaders over time * Engineering and Constructive and Destructive forces | **How We Express Ourselves**-  **Central Idea:** Beliefs affect society  **Key Concept:**  change, perspective, responsibility  **Related Concepts:** amendments, roles, governance  **Learner profile:**  thinker, risk-taker, communicator, balanced  **Lines of Inquiry:**   * Roles of nations * Allied vs axis * Amendments | **Sharing the Planet-**  **Central Idea**: Citizenry Demands Initiative  **Key Concept:**  change, perspective  **Related Concepts**: societal roles, classification, perspective  **Learner profile:**  Inquirer and knowledgeable  **Lines of Inquiry:**   * How the Cold War teaches us about sharing the planet and societal roles * How the Civil Rights Movement change our perspective on societal roles * How the Civil Right Act reinforces that we must share the planet * How the classification of organisms deepen our understanding of the need to share the planet | **How the World Works**-  **Central Idea:** Smaller Parts Create a Whole  **Key Concept:**  function, connection, causation  **Related Concepts:**  systems, interaction, discovery  **Learner profile:** Inquirer, open-minded, balanced, knowledgeable  **Lines of Inquiry:**   * Smaller parts of animals systems help them work * Smaller parts of government help the entire government function * Discovering more about the world around us impacts our lives |

Color Code

Who We Are -GREEN How We Express Ourselves- BLUE

How We Organize Ourselves- ORANGE Where We Are in Place and Time- PINK

Sharing the Planet - WHITE How the World Works- YELLOW