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
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| K | **Who We Are-** **Central Idea:** Characteristics and cultures shape communities**Key concept:** responsibility, perspective**Related Concepts:** community, relationship, citizenshipL**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
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| 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, vibrationsLearner 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
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| 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 differentlyH**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
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| 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
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| 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
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| 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
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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