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| **CCES Programme of Inquiry Timeline 2025-2026** |

**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  **Specified concepts:**  responsibility, perspective, *function*  **Additional concepts:** community, interaction, behavior  **Learner profile:** reflective, caring, *principled*  **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   **Specialist area support:**  Spanish, Visual Arts, PE, Music | **How We Express Ourselves**-  **Central Idea**:  Choices help people express themselves  **Specified concepts**:  responsibility, perspective,  *function*  **Additional concepts:**  purpose, choices, expression  **Learner profile:**  *Principled,* knowledgeable, communicator  **Lines of inquiry:**   * Different types of choices and their effects * Using reflection to make better choices * Ways people express themselves, their thoughts and their feelings * How people express their feelings through the arts and physical education   **Specialist area support:**  Spanish, Visual Arts, PE, Music | **Sharing the Planet**-  **Central Idea**: Living things depend on each other to survive  **Specified concepts**:  connection, change, *function*  **Additional concepts:** survival, interaction, interdependence  **Learner profile:**  open-minded, balanced, *principled*  **Lines of inquiry:**   * Cycles of living things * Defining living things vs nonliving things * What living things need to survive * How change affect living things   **Specialist area support:**  Spanish, Visual Arts, PE, Music | **How the World Works**-  **Central Idea:**  The natural world is constantly changing  **Specified concepts:**  change, form, *function*  **Additional concepts**:  ecology, sources, world  **Learner profile:**  thinker, Knowledgeable, *principled*  **Lines of inquiry:**   * How ecology effects our environment * Investigation of how things work our world * Identify types of changes * How to analyze the structure of a text.   **Specialist area support:**  Spanish, Visual Arts, PE, Music |  |  |
| **K** | **Who We Are**  **Central Idea:** Community supports learning and growth  **Specified concepts:** responsibility, *function*, perspective  **Additional Concepts:** community, learning, self-awareness  L**earner profile:**  caring, communicator,  *principled*  **Lines of Inquiry:**   * Ways we learn and grow in kindergarten * How we can be our best selves * The role of community helpers in our lives * The actions of citizens in a community affect all   **Specialist area support:** Spanish, Visual Arts, PE, Music | **How We Express Ourselves**-  **Central Idea:** Effort leads to pride and learning  **Specified concepts:** connection, perspective, *function*  **Additional Concepts**: culture, perseverance, goal-setting,  **Learner profile:** reflective, thinker, *principled***, communicator**  **Lines of Inquiry:**   * Setting goals helps us grow * The connection between healthy habits and well-being * Strategies for overcoming challenges and staying motivated * How we express and celebrate our beliefs through the arts and physical education   **Specialist area support:** Spanish, Visual Arts, PE, Music | **Where We are in Place and Time**  **Central Idea:** Exploring helps us learn about ourselves and the world around us.  **Specified concepts:** causation, connection, *function*  **Additional Concepts:** world, interconnection, exploration  **Learner profile:** inquirer, knowledgeable *principled*  **Lines of Inquiry:**   * **Ways we show pride and respect for our country** * **The observable properties of objects in our world** * **Tools help us explore and understand things more closely** * Similarities and differences between other cultures to our own   **Specialist area support:** Spanish, Visual Arts, PE, Music | **Sharing the Planet**  **Central Idea**:  Living- things needs are met through interdependence within the natural world  **Specified concepts:**  *function*, form, causation  **Additional Concepts:** systems, environment,life-cycle  **Learner profile:**  reflective, *principled,* risk taker  **Lines of Inquiry:**   * Living things depend on each other to meet their needs * The journey of food from plants to our plates * How animals meet their needs in different habitats   **Specialist area support:**  Spanish, Visual Arts, PE, Music |  |  |
| **1** | **Who We Are**-  **Central Idea:**  Relationships form identity and create a sense of belonging  **Specified concepts:**  responsibility, *connection,* perspective  **Additional Concepts:**  historical figure, challenges, community, roles  **Learner profile:** *Reflective*, caring, Knowledgeable  **Lines of Inquiry**-   * Different types of relationships and their importance * How we care for and support one another * What it means to belong in a family and a community * Connection between our lifestyles and characteristics to that of the historical figures   **Specialist area support:**  Spanish, Visual Arts, PE, Music | **Sharing the Planet**-  **Central Idea:**  Behavior controls harmony and cooperation  **Specified concepts:**  change, form, *connection*  **Additional Concepts:**  courtesy, activities, investigate, organization  **Learner profile**  Inquirer, knowledgeable, *reflective*  **Lines of Inquiry**   * Inquiry into how animals and people behave in groups * How people show kindness, fairness, and teamwork * Ways living things share spaces and resources * The importance of rules and respect in games and everyday life   **Specialist area support:**  Spanish, Visual Arts, PE, Music | **How the World Works**-  **Central Idea**: Light supports connection and celebration throughout the world  **Specified concepts**:  causation, function, *connection*  **Additional Concepts:** interaction, environment, relations, patriotic  **Learner profile**  principled, balanced, *reflective*  **Lines of Inquiry**   * Different sources of light and how we use them * Light is used in celebrations and traditions * The reasons we celebrate patriotic holidays * The influence of technology and science and other areas   **Specialist area support:**  Spanish, Visual Arts, PE, Music | **How We Express Ourselves**-  **Central Idea:**  World experiences inspire action and understanding  **Specified concepts:**  function, causation, *connection*  **Additional Concepts**: cause and effect, action, problem-solving  **Learner profile**  communicator, knowledgeable, *reflective*  **Lines of Inquiry**   * Natural changes in the environment affect living things * We express care for the Earth through recycling and protecting the land * How stories show characters overcoming challenges * How we express ourselves through the arts and physical education based on needs and wants   **Specialist area support:**  Spanish, Visual Arts, PE, Music | **How We Organize Ourselves-**  **Central Idea:**  Systems guide growth and cooperation  **Specified concepts:** change, function connection  **Additional Concepts:** creativity, patterns, progress,  **Learner profile:** risk taker, inquirer, reflective  **Specialist area support:**  Spanish, Visual Arts, PE, Music  **Lines of Inquiry**   * The life cycle of plants and how they change with the seasons * How inventors and architects organize ideas to solve problems * Why being brave and trying new things can help our communities * The ways we organize ourselves to bring change   **Specialist area support:**  Spanish, Visual Arts, PE, Music | **Where We Are in Place and Time-**  **Central Idea:**  The past and present connect people and cultures  **Specified concepts:**  change, causation, *connection*  **Additional Concepts**:  genre, form, culture, perspective  **Learner profile:** communicator, *reflective,* open-minded  **Lines of Inquiry**   * Different types of stories and their features * Stories and texts teach us about real people and events * What we can learn from traditional and imaginative stories across cultures   **Specialist area support:**  Spanish, Visual Arts, PE, Music |
| **2** | **Who We Are**  **Central Idea**:  Curiosity builds citizenship  **Specified Concepts:** form, *perspective,* responsibility  **Additional Concepts:**  behavior, contribution, reflection, respect  **Learner profile:**  caring, open-minded, *knowledgeable*  **Lines of Inquiry:**   * What it means to be a good citizen in local and global communities * Exploring our surroundings helps us understand ourselves and others * How our actions affect the world we share * Key contributions to our culture from the various aspects of the arts and physical education     **Specialist area support:**  Spanish, Visual Arts, PE, Music | **How We Express Ourselves**  **Central Idea:**  Conflict reveals values  **Specified Concepts**:  connection, causation, *perspective*  **Additional Concepts:**  conflict, resolution, empathy, values  **Learner profile:**  principled, communicator, *knowledgeable*  **Lines of Inquiry:**   * How people solve problems and resolve disagreements * What stories teach us about character, choices, and consequences * How expression helps us understand and relate to others * People express their ideas and uniqueness through the arts and physical education   **Specialist area support:**  Spanish, Visual Arts, PE, Music | **How We Organize Ourselves**  **Central Idea:**  Leadership responds to change  **Specified Concepts:** causation, connection, perspective  **Additional Concepts:** adaptation, organization, environment  **Learner profile:**  reflective, risk-taker, *knowledgeable*  **Lines of Inquiry:**   * What makes a good leader in different situations * How weather impacts our daily lives and choices * Communities response to changes and challenges * Choices help people organize themselves and help others   **Specialist area support:**  Spanish, Visual Arts, PE, Music | **How the World Works**  **Central Idea:**  Experience shapes growth  **Specified Concepts:** function, change, *perspective*  **Additional Concepts:**  solar system, interaction, matter  **Learner profile:** thinker, inquirer, balanced, *knowledgeable*  **Lines of Inquiry:**   * How people and plants grow and change over time * The role of experience in shaping who we are * Important people and events help things grow—ideas, actions, or nature   **Specialist area support:**  Spanish, Visual Arts, PE, Music | **Sharing the Planet**  **Central Idea:** Interdependence connects communities  **Specified Concepts:**  change, function, *perspective*  **Additional Concepts:**  ecosystems, diversity, stewardship, balance  **Learner profile:**  Inquirer, thinker, *knowledgeable*  **Lines of Inquiry**   * How living things interact and depend on each other in a habitat * Ways we learn from people and cultures around the world * Our responsibility to care for each other and the environment   **Specialist area support:**  Spanish, Visual Arts, PE, Music | **Where We Are in Place and Time**  **Central Idea:**  Text structures express heritage  **Specified Concepts:** change, connection, *perspective*  **Additional Concepts:**  choices, people, presentation  **Learner profile:**  balanced, *knowledgeable* caring  **Lines of Inquiry:**   * How literary and nonfiction genres present information about people and events * How authors use structure and features to shape meaning * How texts help us understand the past and connect to the world   **Specialist area support:**  Spanish, Visual Arts, PE, Music |
| **3** | **How We Express Ourselves**-  **Central Idea:**  Voice shape expression  **Specified Concepts:** connection, function, *responsibility*  **Additional Concepts:**  traits, expression, culture, language  **Learner profile:**  communicator, *inquirer,* principled  **Lines of Inquiry:**   * Making characters unique and memorable * People use words to share feelings, ideas, and beliefs * How stories reflect cultures and identities * Ways people express their cultures through the arts and physical education   **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts | **Where We Are in Place and Time** -  **Central Idea:** Culture reflects identity  **Specified Concepts:**  form, connection, *responsibility*  **Additional Concepts:**  global perspectives, exploration, features  **Learner profile:**  knowledgeable, reflective, *inquirer*  **Lines of Inquiry:**   * How historic places, documents, and symbols communicate cultural values * Stories and plays are used to share important ideas over time * Different cultures represent and remember their history   **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts | **How the World Works**-  **Central Idea:**  Behavior supports survival  **Specified Concepts:**  function, change, *responsibility*  **Additional Concepts:**  technology, science, natural/human phenomena  **Learner profile:**  balanced, risk-taker, *inquirer*  **Lines of Inquiry:**   * Animals use behaviors and teamwork to meet their needs * The connection between environment and animal survival * People learn from animal behaviors to solve problems * Reactions to natural and human-made phenomena   **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts | **Sharing the Planet-**  **Central Idea** Innovation creates impact  **Specified Concepts:**  connection,  causation, *responsibility*  **Additional Concepts:**  innovation, interaction, connection  **Learner profile:**  reflective, caring, *inquirer*  **Lines of Inquiry:**   * Inventions are created to solve problems * Ways people take action to improve their communities * The impact of innovation on local and global environments   **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts | **How We Organize Ourselves**-  **Central Idea:**  Systems connect culture  **Specified Concepts**: form, *responsibility, change*  **Additional Concepts:**  systems, interdependence, legacy, values  **Learner profile:**  *inquirer,* communicator, thinker  **Lines of Inquiry:**   * The journey of food from production to consumption * How stories and traditions are passed through generations * The role of systems in supporting communities and identities   **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts | **Who We Are**-  **Central Idea:** Literature expresses identity and beliefs  **Specified Concepts:**  perspectives, causation, *responsibility*  **Additional Concepts:**  interpretation, author’s voice, traditional, genre study  **Learner profile:**  open-minded, communicator, *inquirer*  **Lines of Inquiry:**   * How different genres communicate ideas and feelings * Writers use voice and structure to reflect personal and cultural identity * Why understanding different genres helps us connect to others     **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts |
| **4** | **Who We Are**  **Central Idea:**  Perception shapes identity  **Specified Concepts:**  *change,* causation, perspective  **Additional Concepts:**  perception, observation, communication, identity  **Learner profile:** knowledgeable, risk-taker, *communicator*  **Lines of Inquiry:**   * How the five senses help us gather information * How personal experiences and conflicts shape our identity * Ways we express ourselves based on what we sense and feel * Understanding the 13-15 Amendments     **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts | **Where We Are in Place and Time**  **Central Idea:**  Courage strengthens resilience and community  **Specified Concepts:**  causation, form, *change*  **Additional Concepts:**  legacy, resilience, impact, connection  **Learner profile:**  reflective, open-minded, balanced, *communicator*  **Lines of Inquiry:**   * Examples of courageous individuals in history and today * How people overcome challenges with personal and community support * How acts of courage shape communities and inspire others   **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts | **How We Organize Ourselves**  **Central Idea:**  Art reflects responsibility for the environment and natural world  **Specified Concepts:**  function, connection, *change*  **Additional Concepts:**  expression, impact, collaboration, organization  **Learner profile:**  thinker, inquirer, *communicator*  **Lines of Inquiry:**   * How artists and authors express ideas about nature and the planet * How visual and text features help us understand the natural world * Ways we can take action to care for the environment * Patterns of organization within the solar system   **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts | **How the World Works**  **Central Idea:** Cultures influence choices and understanding about the world  **Specified Concepts:**  *change,* form, connection  **Additional Concepts:**  tradition, advocacy, environment, cultures  **Learner profile**:  balanced, open-minded, *communicator*  **Lines of Inquiry:**   * Lessons we learn from traditional stories across cultures * How information and evidence help us make good decisions * Connections between beliefs, behaviors, and the natural world   **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts | **Sharing the Planet**  **Central Idea:**  Communication promotes care for the planet  **Specified Concepts:**  responsibility,  perspective, change  **Additional Concepts:** relationships, interaction, interconnectedness,  **Learner profile:**  principled, caring, *communicator*  **Lines of Inquiry:**   * Ways people share messages about protecting the planet * How text structures and features help us understand environmental messages * Our responsibility to take action through what we learn and share   **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts | **How We Express Ourselves**  **Central Idea:**  People reveal identity and perspective through expression  **Specified Concepts:** connection, function, *change*  **Additional Concepts:**  structure, global awareness, empathy  **Learner profile:** reflective, thinker,  *Communicator*  **Lines of Inquiry:**   * The characteristics and purposes of different types of texts * How authors use voice and style to express identity and ideas * What stories from around the world teach us about people and their experiences * Expressing how the arts and physical education influence change   **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts |
| 5 | **How We Organize Ourselves**  **Central Idea:**  Systems influence change across scientific, civic, and creative communities  **Specified Concepts:**  change, *causation,* form  **Additional Concepts: processes, change, inventions, conflict**  **Learner profile:** knowledgeable, principled, reflective, *open-minded*  **Lines of Inquiry:**   * How inventions, mathematics and scientific changes solve problems and shape our world * The role of individuals and groups in creating and managing change within systems. * The structure and function of different systems in science, government, and the arts. * The placement of a digit in a multi-digit number impacts the value of that digit.   **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts | **Where We Are in Place and Time**  **Central Idea:** Human movement transforms environments and develop progress  **Specified Concepts:** connection, function, *causation*  **Additional Concepts**: disaster, expansion, placement  **Learner profile**:  balanced, risk-taker, *open-minded*  **Lines of Inquiry:**   * Causes and effects of natural disasters and human responses to them * Impact of westward expansion and industrial change on American society * How physical and chemical changes and electricity contribute to innovation * How geography influences economic activity and settlement patterns * The placement of a digit in a multi-digit number impacts the value of that digit. * A person’s interactions can lead to change   **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts | **Sharing the Planet**  **Central Idea:** Structures determine well-being and responsibility.  **Specified Concepts:**  *causation*, responsibility, form  **Additional Concepts:** economy, systems, inquiry  **Learner profile:**  caring, communicator, *open-minded*  **Lines of Inquiry:**   * How people care for the Earth and its living things * The relationship between magnetism and electricity in daily life * The impact of the Great Depression and the New Deal on society * How economic systems affect consumers and producers * How different art forms inspire awareness and change * We manipulate numbers/values to measure space.   **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts | **How the World Works**  **Central Idea:** Innovation shapes impact  **Specified Concepts:**  change, perspective, responsibility, *causation*  **Additional Concepts:** characteristics, classify, innovation  **Learner profile:**  thinker, risk-taker, *open-minded,* balanced  **Lines of Inquiry:**   * How inventions can improve life locally and globally * How organisms are classified and why it matters * The differences between inherited and acquired characteristics * How microorganisms help or harm living things * Systems are comprised of smaller parts   **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts | **Who We Are**  **Central Idea**:  Beliefs guide identity to influence how we live and connect with others  **Specified Concepts:**  change, perspective, *causation*  **Additional Concepts**: beliefs, investigate, agency  **Learner profile:**  *open-minded*, knowledgeable  **Lines of Inquiry:**   * **The relationship** between beliefs and personal or cultural identity * Investigate how traditions, values, and customs reflect what people believe. * How beliefs influence daily choices and lifestyles * Explore how beliefs guide behaviors, routines, food, dress, and celebrations. * Ways beliefs help people understand and connect across communities * Different cultures’ numbers, operations, and measurement systems help us to make sense of the world   **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts | **How We Express Ourselves**  **Central Idea:** Learners use expression to share ideas  **Specified Concepts:**  function, connection, *causation*  **Additional Concepts:**  Interaction, genres, curiosity  **Learner profile:** inquirer, *open-minded*, balanced  **Lines of Inquiry:**   * How different genres communicate ideas and emotions * How scientific investigation expresses curiosity and builds understanding * How culture and the arts reflect personal and collective experiences * The importance of patriotic music provokes   thoughts and emotions  **Specialist area support:**  PE, Music/Band, Spanish, Visual Arts |

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