

# **Program of Inquiry (POI)**

| <p><b>Who we are</b></p> <p><i>An inquiry into identity as individuals and as part of a collective through:</i></p> <ul style="list-style-type: none"> <li>Physical, emotional, social and spiritual health and well-being</li> <li>Relationships and belonging</li> <li>Learning and growing</li> </ul>  | <p><b>How we express ourselves</b></p> <p><i>An inquiry into the diversity of voice, perspectives, and expression through:</i></p> <ul style="list-style-type: none"> <li>inspiration, imagination, creativity</li> <li>Personal, social and cultural modes and practices of communication</li> <li>Intentions, perceptions, interpretations and responses</li> </ul>   | <p><b>How the world works</b></p> <p><i>An inquiry into understandings of the world and phenomena through:</i></p> <ul style="list-style-type: none"> <li>Patterns, cycles and systems</li> <li>Diverse practices, methods and tools</li> <li>Discovery, design, innovation: possibilities and impacts</li> </ul>  | <p><b>Where we are in place and time</b></p> <p><i>An inquiry into histories and orientation in place, space and time through:</i></p> <ul style="list-style-type: none"> <li>Periods and events and artifacts</li> <li>Communities, heritage, culture and environment</li> <li>Natural and human drivers of movement, adaptation and transformation.</li> </ul>   | <p><b>Sharing the planet</b></p> <p><i>An inquiry into the interdependence of human and natural worlds through:</i></p> <ul style="list-style-type: none"> <li>Rights, responsibilities and dignity of all</li> <li>Pathways to just, peaceful and reimagined futures</li> <li>Nature, complexity, coexistence and wisdom</li> </ul>   | <p><b>How we organize ourselves</b></p> <p><i>An inquiry into systems, structures and networks through:</i></p> <ul style="list-style-type: none"> <li>Interactions within and between social and ecological systems</li> <li>Approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration, and decision-making</li> </ul>   |
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| <p><b>Kinder Prep- Cycle A</b></p> <p><u>Central Idea:</u><br/>Families are unique and contribute to our sense of belonging.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>Who belongs in a family</li> <li>How families are the same and different</li> <li>How families care for each other</li> </ul> <p><u>Concepts:</u> Perspective, Form, Responsibility</p> <p><u>Related concepts:</u> Family, cooperation, roles</p>                      | <p><b>Kinder Prep-Cycle A</b></p> <p><u>Central Idea:</u><br/>Imagination is a tool that helps people express themselves creatively</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>What is imagination and how does it help us create ideas?</li> <li>How people express their creativity</li> <li>How imagination can change our ideas</li> </ul> <p><u>Concepts:</u> Form, Connection, Change</p> <p><u>Related concepts:</u> expression, communication, play, creativity</p> | <p><b>Kinder Prep-Cycle A</b></p> <p><u>Central Idea:</u><br/>There are observable patterns in nature</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>How weather and seasons impact daily life</li> <li>How weather works</li> <li>Changes and patterns found in nature</li> </ul> <p><u>Concepts:</u> Cause, Function, Change</p> <p><u>Related concepts:</u> climate change, observation</p>   | <p><b>Kinder Prep -Cycle A</b></p> <p><u>Central Idea:</u><br/>Shelters are designed to meet the needs of the people and animals that use them.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>Why people and animals need homes and shelters</li> <li>Types of shelters (structure, materials, design)</li> <li>How shelters and homes change/evolve</li> </ul> <p><u>Concepts:</u> Form, Cause, change</p> <p><u>Related concepts:</u> climate change, observation</p> |  |  |
| <p><b>Kinder Prep-Cycle B</b></p> <p><u>Central Idea:</u><br/>Every person has a role in our school community.</p> <ul style="list-style-type: none"> <li>What is the school community</li> <li>Why we have classroom routines</li> <li>How to be a friend</li> </ul> <p><u>Concepts:</u> Form, Function, Responsibility</p> <p><u>Related concepts:</u> routines, fair play, interdependence, conflict resolution</p>  | <p><b>Kinder Prep-Cycle B</b></p> <p><u>Central Idea:</u><br/>People have and express their feelings in different ways.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>Emotions people have</li> <li>Why people have feelings</li> <li>How people's feelings can change</li> </ul> <p><u>Concepts:</u> Form, Perspective, Change</p> <p><u>Related concepts:</u> Communication, self-expression</p>   | <p><b>Kinder Prep-Cycle B</b></p> <p><u>Central Idea:</u><br/>Senses are used for exploring and making discoveries</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>What are the senses</li> <li>How we use the five senses to explore</li> <li>How the senses help people make discoveries</li> </ul> <p><u>Concepts:</u> Form, Function, Cause</p> <p><u>Related concepts:</u> senses, exploration, identity, play, classification</p>   |  |  | <p><b>Kinder Prep-Cycle B</b></p> <p><u>Central Idea:</u><br/>Transportation systems are created to meet the needs of a community.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>What are different types of transportation</li> <li>Why people use transportation</li> <li>How people decide what mode of transportation to use</li> </ul> <p><u>Concepts:</u> Form, Causation, Connection</p> <p><u>Related concepts:</u> Movement,</p>   |
| <p><b>Kinder</b></p> <p><u>Central Idea:</u><br/>People contribute to a community through the choices they make.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>What is cooperation</li> <li>People's responsibilities at school</li> <li>The choices people can take in a community</li> </ul> <p><u>Concepts:</u> Form, Responsibility, Function</p> <p><u>Related concepts:</u> community, cooperation, communication</p>                        | <p><b>Kinder</b></p> <p><u>Central Idea:</u><br/>People have a variety of traditions they use to celebrate.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>What is a tradition</li> <li>How people celebrate around the world</li> <li>How traditions can evolve and change</li> </ul> <p><u>Concepts:</u> Form, Function, Change</p> <p><u>Related concepts:</u> Families, traditions, unity, celebrations</p>   | <p><b>Kinder</b></p> <p><u>Central Idea:</u><br/>Habitats are made up of living and nonliving things that interact with one another.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>Using observation a way to explore and learn about habitats</li> <li>Differences between living and non living things</li> <li>How living and non- living things interact</li> </ul> <p><u>Concepts:</u> Form, Function, Connection</p> <p><u>Related concepts:</u> Relationships, structure, environment, differences</p> |  |  | <p><b>Kinder</b></p> <p><u>Central Idea:</u><br/>A community is made up of people who live and work together.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>The roles and responsibilities people have in a community</li> <li>How the roles people have impact a community</li> <li>How the roles in the community are connected</li> </ul> <p><u>Concepts:</u> Function, Causation, Connection</p> <p><u>Related Concepts:</u> community, systems, citizenship, goods and services, needs and wants</p> |
| <p><b>First</b></p> <p><u>Central Idea:</u><br/>The interactions among body systems contribute to our health.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>The body's systems and how they work</li> <li>How the body systems are connected</li> <li>Taking care of our body systems</li> </ul> <p><u>Concepts:</u> Function, Form, Connection</p> <p><u>Related concept:</u> systems (digestive, nervous, reproductive, respiratory), health</p> | <p><b>First</b></p> <p><u>Central Idea:</u><br/>Ideas and feelings can be communicated without words.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>What is communication</li> <li>How people communicate without words</li> <li>Interpretations of what others are communicating</li> </ul> <p><u>Concepts:</u> Form, Function, Perspective</p> <p><u>Related concepts:</u> communication, art (visual, music, dance), symbolism, inferences, emotions, conflict</p>          | <p><b>First</b></p> <p><u>Central Idea:</u><br/>Observing the changes in cycles uncovers new knowledge.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>How we gain knowledge through observation</li> <li>The changes that occur through cycles</li> <li>Recognizing patterns in nature and life</li> </ul> <p><u>Concepts:</u> Connection, Change, Form</p> <p><u>Related concepts:</u> growth, organism, cycles</p>  | <p><b>First</b></p> <p><u>Central Idea:</u><br/>The ways people live changes over time.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>Comparisons between past and present daily family life</li> <li>How daily life has changed over time</li> <li>The reasons for changes over time</li> </ul> <p><u>Concepts:</u> Form, Change, Cause</p> <p><u>Related concepts:</u> Similarities, differences, progress, innovation</p>  | <p><b>First</b></p> <p><u>Central Idea:</u><br/>People can find connections between one another when learning about cultures.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>Ways people live around the world</li> <li>How to find connections with people</li> <li>How to practice being open minded</li> </ul> <p><u>Concepts:</u> Form, Connection, Responsibility</p> <p><u>Related concepts:</u> Culture, Similarities and differences</p> | <p><b>First</b></p> <p><u>Central Idea:</u><br/>The sequencing of processes helps us understand how things are done.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li>The steps involved in a process</li> <li>The transformation that occurs in a process</li> <li>Why processes have an order</li> </ul> <p><u>Concepts:</u> Form, change, cause</p> <p><u>Related concepts:</u> production, networks, dependence, sequencing</p>  |
| <p><b>Second</b></p>  | <p><b>Second</b></p>  | <p><b>Second</b></p>   | <p><b>Second</b></p>   | <p><b>Second</b></p>   | <p><b>Second</b></p>   |

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| <p><u>Central Idea:</u><br/>The actions people choose and display impact a community.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What are the IB attributes</li> <li><input type="checkbox"/> How a person's chosen attitude can impact their actions</li> <li><input type="checkbox"/> How choices and actions can be perceived</li> </ul> <p><u>Concepts:</u> Form, Perspective, Causation</p> <p><u>Related concept:</u> choices, classroom community, collaboration, empathy</p>  | <p><u>Central Idea:</u><br/>Storytelling is a universal way to teach lessons and share cultural traditions.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Purposes of storytelling</li> <li><input type="checkbox"/> Characteristics of folktales</li> <li><input type="checkbox"/> Similarities and differences in stories from around the world</li> </ul> <p><u>Concepts:</u> Form, Connection, Perspective</p> <p><u>Related concepts:</u> communication, traditions, culture, literature</p>  | <p><u>Central Idea:</u><br/>The more people understand how things work, the better knowledge can be applied .</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Types of physical forces (push, pull, spin, stop, accelerate, friction, gravity)</li> <li><input type="checkbox"/> The effects of force on the movement of an object</li> <li><input type="checkbox"/> How experimentation leads to discovery</li> </ul> <p><u>Concepts:</u> Causation, Form, Connection</p> <p><u>Related concepts:</u> matter, motion, physics, innovation, engineering</p>   | <p><u>Central Idea:</u><br/>People use tools to orient themselves in place and time.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What people use to orient themselves (maps, calendars, timelines)</li> <li><input type="checkbox"/> How we use the tools to orient ourselves (Telling time, reading a map)</li> <li><input type="checkbox"/> Why people orient themselves</li> </ul> <p><u>Concepts:</u> Form, Function, Connection</p> <p><u>Related concepts:</u> maps, time, timelines, calendars</p>  | <p><u>Central Idea:</u><br/>People can create change by taking action.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is justice</li> <li><input type="checkbox"/> Why people are motivated to create change</li> <li><input type="checkbox"/> How people's actions can transform society</li> </ul> <p><u>Concepts:</u> Perspective, Causation, Change</p> <p><u>Related Concepts:</u> community, conflict, equity, prejudice, rights</p>   | <p><u>Central Idea:</u><br/>There are consequences to the decisions people make.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding consequences</li> <li><input type="checkbox"/> How people make informed decisions (needs/wants/values/resources)</li> <li><input type="checkbox"/> What are the causes and effects of decisions</li> </ul> <p><u>Concepts:</u> Responsibility, Causation, Function</p> <p><u>Related concepts:</u> producers and consumers, networks, economics</p>  |
| <p><b>Who we are</b></p> <p><i>An inquiry into identity as individuals and as part of a collective through:</i></p> <ul style="list-style-type: none"> <li>• Physical, emotional, social and spiritual health and well-being</li> <li>• Relationships and belonging</li> <li>• Learning and growing</li> </ul>   | <p><b>How we express ourselves</b></p> <p><i>An inquiry into the diversity of voice, perspectives, and expression through:</i></p> <ul style="list-style-type: none"> <li>• inspiration , imagination, creativity</li> <li>• Personal, social and cultural modes and practices of communication</li> <li>• Intentions, perceptions, interpretations and responses</li> </ul>   | <p><b>How the world works</b></p> <p><i>An inquiry into understandings of the world and phenomena through:</i></p> <ul style="list-style-type: none"> <li>• Patterns, cycles and systems</li> <li>• Diverse practices, methods and tools</li> <li>• Discovery, design, innovation: possibilities and impacts</li> </ul>   | <p><b>Where we are in place and time</b></p> <p><i>An inquiry into histories and orientation in place, space and time through:</i></p> <ul style="list-style-type: none"> <li>• Periods and events and artifacts</li> <li>• Communities, heritage, culture and environment</li> <li>• Natural and human drivers of movement, adaptation and transformation .</li> </ul>  | <p><b>Sharing the planet</b></p> <p><i>An inquiry into the interdependence of human and natural worlds through:</i></p> <ul style="list-style-type: none"> <li>• Rights, responsibilities and dignity of all</li> <li>• Pathways to just, peaceful and reimagined futures</li> <li>• Nature, complexity, coexistence and wisdom</li> </ul>   | <p><b>How we organize ourselves</b></p> <p><i>An inquiry into systems, structures and networks through:</i></p> <ul style="list-style-type: none"> <li>• Interactions within and between social and ecological systems</li> <li>• Approaches to livelihoods and trade practices:intended and unintended consequences</li> <li>• representation, collaboration, and decision-making</li> </ul>   |
| <p><b>Third</b></p> <p><u>Central Idea:</u><br/>People's beliefs and values have an impact on who they admire.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What are beliefs and values</li> <li><input type="checkbox"/> How people actions have affected their community (Causation)</li> <li><input type="checkbox"/> How our personal beliefs and values are connected to our choice of who we admire.</li> </ul> <p><u>Concepts:</u> Function, Connection, Perspective</p> <p><u>Related Concepts:</u> conflict, diversity, rights and roles, prejudice, identity, personality characteristics, self-awareness</p> | <p><b>Third</b></p> <p><u>Central Idea:</u><br/>People express themselves and communicate through writing.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The reasons people write</li> <li><input type="checkbox"/> How the writing process works</li> <li><input type="checkbox"/> Strategies people use to engage and communicate</li> </ul> <p><u>Concepts:</u> Reflection, Perspective, Function</p> <p><u>Related concepts:</u> communication, language, process</p>  | <p><b>Third</b></p> <p><u>Central Idea:</u><br/>Discoveries about the universe are made through observations and research.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How research helps us understand our universe.</li> <li><input type="checkbox"/> The components of the universe. (planets, stars, blackholes...)</li> <li><input type="checkbox"/> How the solar system functions affects our daily lives (night/day, seasons, time in a day, tide, years, months)</li> </ul> <p><u>Concepts:</u> Form, Connection, Function</p> <p><u>Related concepts:</u> gravity, space, solar system, seasons</p> | <p><b>Third</b></p> <p><u>Central Idea:</u><br/>Civilizations are connected by similar ways of life</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How human needs influence settlement location</li> <li><input type="checkbox"/> Similarities and differences in ways of life</li> <li><input type="checkbox"/> How artifacts help us learn about civilizations</li> <li><input type="checkbox"/> The importance of caring and preserving artifacts from the past</li> </ul> <p><u>Concepts:</u> Form, Causation, Function, Responsibility</p> <p><u>Related concepts:</u> Civilization, culture, time and space, archaeology</p> | <p><b>Third</b></p> <p><u>Central Idea:</u><br/>Living things survive in diverse habitats due to their adaptations.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The characteristics of living things</li> <li><input type="checkbox"/> How physical characteristics help living things survive</li> <li><input type="checkbox"/> What happens to living things when a habitat changes</li> </ul> <p><u>Concepts:</u> Form, Function, Connection, Change</p> <p><u>Related concepts:</u> adaptation, ecosystems, evolution, habitat</p> | <p><b>Third</b></p> <p><u>Central Idea:</u><br/>Communities create structures and systems to help it function.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The purpose behind a structure or system</li> <li><input type="checkbox"/> The roles and responsibilities of citizens within a community</li> <li><input type="checkbox"/> The functions of the different parts of government</li> </ul> <p><u>Concepts:</u> Form, Function, Responsibility</p> <p><u>Related concepts:</u> Civic duty, taxes (services), civic discourse (speaking, listening, voting and respecting diverse viewpoints), three branches of government, levels of government (national, state, local, tribal), majority rule.</p> |
| <p><b>Fourth</b></p> <p><u>Central Idea:</u><br/>People make connections by sharing life stories past and present.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why people share stories</li> <li><input type="checkbox"/> How people construct stories</li> <li><input type="checkbox"/> How language impacts a story</li> </ul> <p><u>Concepts:</u> Form, Function, Perspective</p> <p><u>Related concepts:</u> Emigration, Immigration, geography, history, borders, patterns, literature, change, conflict</p>  | <p><b>Fourth</b></p> <p><u>Central Idea:</u><br/>Creating for an audience inspires discovery and expression of ideas and feelings.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ways to present ideas and feelings</li> <li><input type="checkbox"/> How to prepare for an audience</li> <li><input type="checkbox"/> The responsibilities people have as a performer and member of an audience</li> </ul> <p><u>Concepts:</u> Form, Function, Responsibility</p> <p><u>Related concepts:</u> arts, communication, process, cooperation, identity, creativity, Discovery, process</p> | <p><b>Fourth</b></p> <p><u>Central Idea:</u><br/>Need inspires innovation which can result in change</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is innovation</li> <li><input type="checkbox"/> The changes that occur throughout the innovation process</li> <li><input type="checkbox"/> Processes innovators use</li> </ul> <p><u>Concepts:</u> Form, Change, Function</p> <p><u>Related concepts:</u> innovation, history, process, progress, physics, engineering, electricity</p>   | <p><b>Fourth</b></p> <p><u>Central Idea:</u><br/>There are factors that influence human migration.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The reasons people migrate</li> <li><input type="checkbox"/> How migration changes an environment/place</li> <li><input type="checkbox"/> Using maps as a research tool</li> </ul> <p><u>Concepts:</u> Cause, Change, Function</p> <p><u>Related concepts:</u> Geography, borders, migration</p>  | <p><b>Fourth</b></p> <p><u>Central Idea:</u><br/>Humans have a relationship with natural resources.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is matter</li> <li><input type="checkbox"/> How humans interact with natural resources</li> <li><input type="checkbox"/> Human responsibility for natural resources</li> </ul> <p><u>Concepts:</u> Form, Connection, Responsibility</p> <p><u>Related Concepts:</u> conservation, pollution, interdependence, materials and matter, cycles, observations</p>                      | <p><b>Fourth</b></p> <p><u>Central Idea:</u><br/>The function of an economic system is influenced by the interaction of its parts.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elements of an economic system</li> <li><input type="checkbox"/> Interactions between parts of a system</li> <li><input type="checkbox"/> The steps involved in decision making</li> </ul> <p><u>Concepts:</u> Form, Function, Connection</p> <p><u>Related concepts:</u> government, economics, systems, citizenship</p>  |
| <p><b>Fifth</b></p> <p><u>Central Idea:</u><br/>People create art as a form of self expression.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why people create art</li> <li><input type="checkbox"/> Self expression through art</li> <li><input type="checkbox"/> The connections people make through analyzing and</li> </ul> <p><b>EXHIBITION</b></p>  | <p><b>Fifth</b></p> <p><u>Central Idea:</u><br/>People create art as a form of self expression.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why people create art</li> <li><input type="checkbox"/> Self expression through art</li> <li><input type="checkbox"/> The connections people make through analyzing and</li> </ul>   | <p><b>Fifth</b></p> <p><u>Central Idea:</u><br/>Being an inquirer helps people solve problems and become more knowledgeable.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The steps in the scientific method</li> <li><input type="checkbox"/> How to gather and organize data</li> <li><input type="checkbox"/> Drawing conclusions based on data</li> </ul>  | <p><b>Fifth</b></p> <p><u>Central Idea:</u><br/>Exploration and expansion have an impact on societies.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The motivations for exploration and colonization</li> <li><input type="checkbox"/> Changes that occur as a result of exploration and colonization</li> </ul>  | <p><b>Fifth</b></p> <p><u>Central Idea:</u><br/>Human interactions have an impact on people and the environment.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The components of a system/environment</li> <li><input type="checkbox"/> How the parts of a system/environment interact</li> </ul>  | <p><b>Fifth</b></p> <p><u>Central Idea:</u><br/>People create and change systems to protect different interests.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why systems are created and changed</li> <li><input type="checkbox"/> The rights and responsibilities of individuals</li> </ul>  |

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|  | <p>responding to art</p> <p><u>Concepts:</u> Causation, Perspective, Connection</p> <p><u>Related concepts:</u> styles of art, elements of art, observation, perspective, culture, self expression, identity, impact</p> | <p><u>Concepts:</u> Form, Function, Responsibility</p> <p><u>Related concepts:</u> Investigating, research, control, variables, hypothesis</p> | <p><input type="checkbox"/> Points of view on exploration</p> <p><u>Concepts:</u> Change, Connection, Perspective</p> <p><u>Related concepts:</u> exploration and expansion, chronology, history, revolution</p> | <p><input type="checkbox"/> How humans affect systems/ the environment</p> <p><u>Concepts:</u> Form, Connection, Causation</p> <p><u>Related concepts:</u> ecosystems, habitat, biodiversity, homeostasis, ecology, impact</p> | <p><input type="checkbox"/> How different perspectives impact the creation of systems and structures</p> <p><u>Concepts:</u> Function, Form, Causation.</p> <p><u>Related concepts:</u> government, systems, legislation, roles, perspectives</p> |
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