

| | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---------------------|---------------------------|--|---|---|--|---------------|---------------|
| Kindergarten | Transdisciplinary Unit(s) | Who We Are | How the World Works | Where We Are In Place and Time | Sharing the Planet | | |
| | ELA (W&W) | <i>The Five Senses Informative Writing</i> | <i>Once Upon a Farm Narrative Writing</i> | <i>America, Then and Now Informative Writing (Research)</i> | <i>The Continents Opinion Writing</i> | | |
| | Science | KL 14.1 Five Senses Kindergarten Grade Nature of Science: Safety Kindergarten Grade Nature of Science: Senses Kindergarten Grade Nature of Science: Tools | <i>Plant and Animal Characteristics in Literature, Compare Needs and Characteristics</i> | <i>Physical change, sound, movement</i> | <i>Force of gravity, patterns of the sun and moon</i> | | |
| | Social Studies | Unit 1: Let's Explore Our World! | <i>Unit 2: Native Americans</i> | <i>Unit 3: Exploring and Moving to America</i> | <i>Unit 4: Mt. Rushmore and the Presidents</i> | | |
| | | <p>Central Idea: The five senses can be used to understand and explore culture.</p> <p>Key Concepts: Function, Perspective</p> <p>Related Concepts: diversity, family, identity, traditions, geography, body parts, properties of objects</p> <p>Learner Profile Attributes: Open Minded, Communicator</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How the senses work. - How we use our senses. - How we define culture using the five senses. - What is my culture? | <p>Central Idea: Animals are important to people</p> <p>Key Concepts: Form, Connection</p> <p>Related Concepts: Similarities, Difference, Relationships, Farm, Seasons, Needs, Characteristics, Pets</p> <p>Learner Profile Attributes: Caring, Balance</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Animals provide people with food - People use animals as pets - People use animals for work | <p>Central Idea: People and things change over time.</p> <p>Key Concepts: Causation, change</p> <p>Related Concepts: Past, present, experience, techniques, everything changes, actions have consequences, patterns and predictions, growth, energy, vibration and sound</p> <p>Learner Profile Attributes: Inquirers, Reflective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Every person changes over time. - Things that people make and do change over time. - America has changed over time. | <p>Central Idea: The planet we share is a fascinating place.</p> <p>Key Concepts: connection, Perspective</p> <p>Related Concepts: Compare, contrast, opinion, patterns of day/night, gravity, government, traditions, landscape, diversity, culture, creativity</p> <p>Learner Profile Attributes: Knowledgeable, Thinkers</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The land on earth is divided into continents. - Each continent has different cultures, landforms, and animals. - There are patterns that are the same and patterns that are different on each continent. | | |

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| | Transdisciplinary Unit(s) | Who We Are | Sharing the Planet | How the World Works | How We Express Ourselves | How We Organize Ourselves | Where We Are In Place and Time |
| | ELA (W&W) | A World of Books Narrative Writing | Creature Features Informative Writing (Research) | Powerful Forces Narrative Writing | Powerful Forces Narrative Writing | Cinderella Stories Opinion Writing | Cinderella Stories Opinion Writing |
| | Science | Nature of Science - What Do Scientists Do - Discovery Skills Magnifiers | Basic Needs Plant Parts Living and Nonliving Things Trait Inheritance and Variation | Patterns of Movement Water Safety (the Water component) | Materials on Earth's Surface Fast and Slow Changes to Land | Classifying Matter Stars, Gravity, Sun | |
| | Social Studies | Unit 2: Mesopotamia Unit 3: Ancient Egypt | Unit 5: Early Civilizations of the Americas Unit 7: Early Explorers and Settlers | | Unit 4: Three World Religions Unit 8: From Colonies to Independence | Unit 1: Continents, Countries, and Maps | Unit 6: The Culture of Mexico |
| 1st Grade | | Central Idea: Written language is how humans influence each other. Key Concepts: Responsibility, Connection, Function Related Concepts: Relationships, Communication, Citizenship Learner Profile Attributes: Principled Lines of Inquiry: - How information is shared. - How what you read can change you. - How writing groups us as people. | Central Idea: We all have the same basic needs Key Concepts: Connection Related Concepts: Interdependence, Migration, progress, Exploration, Relationships, Classification, Habitats Learner Profile Attributes: Balanced Lines of Inquiry: - The basic needs of all living things. - How humans have met their basic needs. - How we can share to meet our basic needs. | Central Idea: Wind and water are forces that cause movement. Key Concepts: Function, Form Related Concepts: Informational Text, Water Cycle, Weather, Communication, Systems, Power Learner Profile Attributes: Inquirers, Knowledgeable Lines of Inquiry: - How wind and water move - How wind and water impact systems - How weather is related to wind and water | Central Idea: Powerful forces cause changes on earth Key Concepts: Change, Causation Related Concepts: Role, Systems, Sequences, Pattern, Consequences, Impact Learner Profile Attributes: Risk-Takers Lines of Inquiry: - How changes occur on land - How forces affect land forms | Central Idea: People make sense of things by organizing them into similar groups (places, things, even stories). Key Concepts: Form, perspective Related Concepts: Features, interpretation, imagination, understandings, explanations, character, citizenship, community, classification, structure, order, systems Learner Profile Attributes: Thinkers, Communicators Lines of Inquiry: - Grouping things by similarities helps us understand them. - Places on earth and in space are organized into similar groups (stars, planets, continents, countries, communities, etc.). - Stories are grouped by common ideas and characters. | Central Idea: People around the world are different but have common beliefs. Key Concepts: Perspective Related Concepts: Interpretation, imagination, observed, categorized, patterns, perseverance, resilience, culture, diversity, values, tradition Lines of Inquiry: - There are many different and unique cultures around the world. - Even though there are cultural differences around the world, people have scientific ideas they agree upon. - Even though there are cultural differences around the world, people tell similar stories because they have some similar beliefs. |

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| | ELA (W&W) Phonics | A Season of Change Informative Writing | A Season of Change Informative Writing | The American West (Lessons 1 - 15) Informative Writing | The American West (Lessons 16- 32) Informative Writing | Civil Rights Heroes Narrative Writing | Good Eating Opinion Writing (Research) |
| | Science | Classifying Matter, States of Matter, Change in Properties, Life Cycles | Life Cycles, Weather, Severe Weather, Patterns in Nature | Basic Needs and Habitats, Properties of Soil | Sun and Water, Air | | |
| | Social Studies | Unit 4: Ancient Greece, Unit 6: Making the Constitution | Unit 5: Geography of the Americas | Unit 8: American Move West | Unit 9: The Civil War | Unit 10: Immigration and Citizenship Unit 11: Civil Rights Leaders | Unit 1: Ancient India Unit 2: Ancient China Unit 3: The Culture of Japan |
| 2nd Grade | | <p>Central Idea: Change impacts people, communities, and culture.</p> <p>Key Concepts: Form, Change, Causation</p> <p>Related Concepts: Cycles, Characteristics, Comparisons, Consequences</p> <p>Learner Profile Attributes: Reflective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How the world changes around us. - How do we notice changes. - How do we change as people (s). | <p>Central Idea: How Climates impacts the human experience.</p> <p>Key Concepts: Change, Connection</p> <p>Related Concepts: geography, impact, landscape, climate, seasons, regions, cycles,</p> <p>Learner Profile Attributes: Inquirers</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How the weather is different in each season. - How weather impacts living things in each season - How weather impacts humans | <p>Central Idea: Americans moved west looking for more land.</p> <p>Key Concepts: Connection, Function, Perspective</p> <p>Related Concepts: migration, resources, exploration, discovery, ecosystems, relationships, interdependence</p> <p>Learner Profile Attributes: Risk-taker, Knowledgeable</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Why Americans needed/wanted more land. - How the land in the west was different. - What life was like for Americans moving west. | <p>Central Idea: Communities depend on sharing.</p> <p>Key Concepts: Change, Connection, Responsibility</p> <p>Related Concepts: Initiative, Values, Relationships, Adaptation, Sharing, Giving, Community, Family</p> <p>Learner Profile Attributes: Caring</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - There are different kinds of communities - Sharing and Giving are different but both are important - What do communities share (focus on our school/local) - What happens when things are not shared | <p>Central Idea: Liberty and justice are important in communities and countries.</p> <p>Key Concepts: Change and responsibility</p> <p>Related Concepts: Language is powerful; art can convey powerful messages; developing respect for varied solutions and strategies; diversity; perseverance; resilience; discrimination; justice; peace; societal change over time</p> <p>Learner Profile Attributes: Principled and thinkers</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Liberty and justice are important to most people. - Many brave people have worked to make sure everyone has liberty and justice. - People often migrate to countries that offer liberty and justice. | <p>Central Idea: People express themselves through their culture including the foods they eat and share.</p> <p>Key Concepts: Causation and connection</p> <p>Related Concepts: Diversity, family, ethnicity, physical well-being</p> <p>Learner Profile Attributes: Diversity, family, ethnicity, physical well-being</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Many cultures have different foods/dishes they eat. - Some foods are more healthy than others. - People express themselves by the foods they choose to eat. |

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| 3rd Grade | Transdisciplinary Unit(s) | <u>Sharing the Planet</u> | <u>How the World Works</u> | <u>Where We Are In Place and Time</u> | <u>How We Organize Ourselves</u> | <u>Who We Are</u> | <u>How We Express Ourselves</u> |
| | ELA (W&W) | The Sea Informative Writing | Outer Space Opinion Writing | A New Home Narrative Writing | A New Home Narrative Writing | Artists Make Art Informative Writing (Research) | Artists Make Art Informative Writing (Research) |
| | Science Standards | Classifying Matter (3.P.8.1, 3.P.8.2, 3.P.8.3) States of Water (3.P.9.1) | Objects in the Sky (3.E.5.1, 3.E.5.3, 3.E.5.5) The Sun (3.E.5.2, 3.E.6.1) Law of Gravity (3.E.5.4) | | Classifying Animals (3.L.15.1) Classifying Plants (3.L.15.2) Seasonal Adaptations (3.L.17.1) | Forms of Energy (3.P.10.1, 3.P.10.2) Friction (3.P.11.2) | Light (3.P.10.3, 3.P.10.4) Light and Heat (3.P.11.1) |
| | Social Studies | Unit 1: World Rivers Unit 3: The Vikings | Unit 2: Ancient Rome (Grade 2) Unit 4: Ancient Greece?? | Unit 4: The Earliest Americans (Chapters 1-2) Unit 6: Exploration of North America (Chapters 1-3) | Unit 4: The Earliest Americans (Chapters 3-7) Unit 6: Exploration of North America (Chapters 4-6) | Unit 7: The Thirteen Colonies | Unit 5: Canada |
| | | <p><u>Central Idea:</u> Bodies of water connect living things into an interconnected community.</p> <p><u>Key Concepts:</u> Connection, Causation, Change</p> <p><u>Related Concepts:</u> Relationships, Interdependence, Impact, Consequences, Cycles, Transformation</p> <p><u>Learner Profile Attributes:</u> Knowledgeable, Balanced, Reflective</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> - How the world's waterways connect communities together. - Why bodies of water play such an important role in exploration. - How human use of water impacts the planet. | <p><u>Central Idea:</u> Humans are fascinated with the unknown.</p> <p><u>Key Concepts:</u> Function, Causation, Perspective</p> <p><u>Related Concepts:</u> Gravity, Space, Theory of Origin, Continuity and Change Through Time, Interpretation, Opinion</p> <p><u>Learner Profile Attributes:</u> Inquirer, Risk-Taker</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> - How humans study and explore space. - How humans explain the unknown. - How humans use science to make life easier. | <p><u>Central Idea:</u> Humans, as a species, are constantly on the move.</p> <p><u>Key Concepts:</u> Form and Change</p> <p><u>Related Concepts:</u> Similarities, differences, adaptations, cycles, growth</p> <p><u>Learner Profile Attributes:</u> Communicator, Open-Minded</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> - Humans move for different reasons - Human movement creates challenges - Immigration causes intermixing of cultures | <p><u>Central Idea:</u> Humans create structured communities</p> <p><u>Key Concepts:</u> Connectgion, Form, Function</p> <p><u>Related Concepts:</u> Communication, Relationships, Structure, Characteristics, Properties, Pattern, Role, Impact</p> <p><u>Learner Profile Attribute:</u> Risk-Taker, Reflective</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> - Native American communities are tied to the land/environment they settled in - European explorers created settlements based on economic opportunities - Immigrants create communities based on culture and language. | <p><u>Central Idea:</u> Humans express who we are through color, light, matter, energy, and action.</p> <p><u>Key Concepts:</u> Form, connection</p> <p><u>Related Concepts:</u> Art is communication; creative choice; form; structure; categorization; mathematical strategies and solutions; humans connect knowledge and experiences that lead to diverse understanding.</p> <p><u>Learner Profile Attribute:</u> Communicators, balanced</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> - Artists express who they are through many different mediums (color, light, paint, etc.) - Artists describe cultures through many different mediums. - Humans express themselves through forms of energy (i.e. kinetic, motion, mechanical, and sound energy in sports, dance, music, rollercoasters, etc.) - Humans take care of their physical needs with forms of energy (i.e. heat, electrical, chemical, thermal energy, etc.) - Humans express their beliefs by taking action (physical, political action, etc. | <p><u>Central Idea:</u> People are drawn to art as a way to express ideas and beliefs.</p> <p><u>Key Concepts:</u> Change, perspective</p> <p><u>Related Concepts:</u> Interpretation, transformation, communication, diversity, exploration, aesthetics, fulfillment, strategies and solutions, expression, performance, technique, creative expression</p> <p><u>Learner Profile Attribute:</u> Communicators, caring</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> - People like all kinds of visual art, music, drama, and dance. - People use visual art, music, drama, and dance to express our ideas and beliefs. - People can use visual art, music, drama, and dance to change the ideas and beliefs of others. |

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| 4th Grade | Transdisciplinary Unit(s) | Who We Are | How the World Works | Sharing the Planet | How We Organize Ourselves | Where We Are In Place and Time | How We Express Ourselves |
| | ELA (W&W) | A Great Heart Informative Writing | Extreme Settings Narrative Writing | Extreme Settings Narrative Writing | The Redcoats Are Coming! Opinion Writing (Research) | Myth Making Informative Writing (Lessons 1-14) | Myth Making Informative Writing (Lesson 15-31) |
| | Independent Reading | Core: Love that Dog Supplement: Fish in a Tree* | Mountains (Main Text) | Hatchet (Main Text) | George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer | Ancient Greece and Native American | Walk Two Moons (Main Text), Wishing Tree (Support) |
| | Science Standards | Human Organs (from 5th Grade Stemsscopes) | Classifying Matter Classifying Rocks Properties of Minerals Resources in Florida Changes to Land | Reproduction in Plants Life Cycles Seasonal Changes in Florida Organisms Energy in a Food Chain Behavior, Traits, and Adaptations Plants' and Animal' Impact on Their Environments | Properties of Water Law of Conservation of Mass Changing Properties of Matter | Forms of Energy Heat and Flow Magnets | Earth's Movements Phases of the Moon Effects of Space Exploration |
| | Social Studies Standards | Unit 3: Medieval Europe Unit 4: Medieval Islamic Empires | Unit 1: Using Maps Unit 2: World Mountains | Unit 1: Using Maps Unit 2: World Mountains | Unit 7: The American Revolution Unit 8: The United States Constitution | Unit 5: Early and Medieval African Kingdoms Unit 6: Dynasties of China | Unit 9: Early Presidents Unit 10: Social Reformers |
| | | <p>Central Idea: Humans gather into and create communities (countries/nations) based on shared beliefs about the world around them.</p> <p>Key Concepts: Perspective, Causation</p> <p>Related Concepts: Pattern, Beliefs, Subjectivity, Truth, Consequences, Values</p> <p>Learner Profile Attributes: Principled</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Human beliefs exist because of our figurative heart - Humans create groups based on shared belief systems. - The beliefs of different groups result in different societies. | <p>Central Idea: Extreme environments (mountains) have impacted human societies.</p> <p>Key Concepts: Form, Connection, Causation</p> <p>Related Concepts: Properties, Comparison, Interaction, Interdependence</p> <p>Learner Profile Attributes: Risk-Taker, Thinker</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How mountains have prevented and benefited the development of human societies. - How mountains are formed. - How have humans overcome extreme settings (mountains). | <p>Central Idea: Resource scarcity depends on setting and context</p> <p>Key Concepts: Function, Connection</p> <p>Related Concepts: impact, consumption, sustainability, scarcity, adaptation, development, characterization, theme, setting, visual illustrations, evidence.</p> <p>Learner Profile Attributes: Caring, Reflective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Living things develop characteristics that enable them to compete for finite resources - How does population size affect resource scarcity - What have humans done with scarce resources (mining) | <p>Central Idea: Many factors determine how humans organize themselves</p> <p>Key Concepts: Change, perspective, causation</p> <p>Related Concepts: Perspectives may be individual, group, cultural or disciplinary; change is the process of movement from one state to another; character; power; causal relationships; interpretation</p> <p>Learner Profile Attributes: Inquirers, Open-minded</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Humans organize things based upon scientific observations - Humans organize themselves based upon economics - Humans organize themselves based upon shared beliefs | <p>Central Idea: There are common patterns in how people have understood and interpreted natural events throughout time.</p> <p>Key Concepts: Causation, Connection</p> <p>Related Concepts: Causes and effects of human and natural events; intended or unintended actions or reactions; systems and strategies; language is a major connecting system; art is a universal language</p> <p>Learner Profile Attributes: Inquirers, Open-minded</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - People seek to understand natural phenomena. - People have used myths and legends to explain natural events throughout history. - There are common themes in myths and legends from various cultures around the world. | <p>Central Idea: How someone expresses themselves impacts the way others react and respond to the message.</p> <p>Key Concepts: Perspective, Form, Function</p> <p>Related Concepts: Communication, Space, Opinions, Progress, Exploration, Resilience, Expression</p> <p>Learner Profile Attribute: Communicator, Open-Minded</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - There are different methods of expression. - What causes large scale social change. - The correlation between the ability to express yourself and leadership. |

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| 5th Grade | Transdisciplinary Unit(s) | <u>How the World Works</u> | <u>Sharing the Planet</u> | <u>How We Express Ourselves</u> | <u>Where We Are In Place and Time</u> | <u>How We Organize Ourselves</u> | <u>Who We Are</u> |
| | ELA (W&W) | Cultures in Conflict Informative Writing (Lessons 1-12) | Cultures in Conflict Informative Writing (Lessons 13 - 35) | Word Play Narrative Writing | A War Between Us (Lessons 1 - 15) Opinion Writing | A War Between Us (Lesson 16 - 37) Opinion Writing | Breaking Barriers Informative Writing (Research) |
| | Science Standards | <i>The Sun and the Water Cycle Weather Weather in Specific Environments</i> | <i>Functional Structures of Organisms Environmental Changes Adaptations</i> | <i>Forms and Uses of Energy Electric Charges Transformations of Electric Energy Electric Circuits</i> | <i>Experimenting with Forces Forces Chemical and Physical Changes</i> | <i>Classifying Matter Mixtures Atomic Theory</i> | <i>Characteristics of the Solar System</i> |
| | Social Studies Standards | <i>Unit 2: Maya, Aztec, and Inca Civilizations (Chapters 1-6) Unit 13: Native Americans: Cultures and Conflicts (Chapters 1-4)</i> | <i>Unit 13: Native Americans: Cultures and Conflicts (Chapters 5-8) Unit 3: The Age of Exploration Unit 2: Maya, Aztec, and Inca Civilizations (Chapter 7)</i> | <i>Unit 4: The Renaissance Unit 5: The Reformation Unit 6: England in the Golden Age</i> | <i>Unit 9: Geography of the United States Unit 10: Westward Expansion Before the Civil War</i> | <i>Unit 11: The Civil War Unit 12: Westward Expansion after the Civil War</i> | <i>Unit 7: Early Russia Unit 8: Feudal Japan</i> |
| | | <u>Central Idea:</u> A society's relationship with the environment affects its belief systems <u>Key Concepts:</u> Causation, Connection, Responsibility <u>Related Concepts:</u> Impact, Systems, Values <u>Learner Profile Attributes:</u> Open-Minded <u>Lines of Inquiry:</u> - How the environment and climate shape a society's cultural beliefs and values. - How some societies change the environment to suit their needs. - How different societies interact with the same environment differently. | <u>Central Idea:</u> The inability of two groups to share resources leads to conflict <u>Key Concepts:</u> Causation, Perspective, Responsibility <u>Related Concepts:</u> Beliefs, Conflicts, Behaviors, Interactions, Resolution, Impact <u>Lines of Inquiry:</u> - How different societies use the same resources - How other organisms (not humans) respond to environmental pressures. - How the different views of the environment led Native Americans and Europeans to conflict. - Conflicts over finite resources still exist today. | <u>Central Idea:</u> Exposure to various means of expression leads to transformation. <u>Key Concepts:</u> Change, Perspective, Function <u>Related Concepts:</u> Communication, Transformation, Discovery, Innovation, Growth <u>Lines of Inquiry:</u> - How people express themselves - What leads to different interpretations of ideas - How transformation occurs. - What transformations do people undergo. | <u>Central Idea:</u> Forces act differently based on context <u>Key Concepts:</u> Connection, Change, Function <u>Related Concepts:</u> progress, employment, ownership, regions, chemical and physical changes, setting, conflict, characterization, plot (literary text), characters perspective, measurement, pattern, physics, technological advances, force <u>Learner Profile Attribute: Inquirer.</u> <u>Knowledgeable</u> <u>Lines of Inquiry:</u> - There are different kinds of forces (physical, economic, political, morals) - Cultural views can change over time based on the forces acting on that culture - The same force can impact in different ways | <u>Central Idea:</u> How humans organize things is affected by the perspective of the group that does the organizing. <u>Key Concepts:</u> Form, function, perspective <u>Related Concepts:</u> Conflict; cooperation; properties and uses of materials; structures; solids/gases/liquids, patterns; cultural, historical and personal perspectives on the world in literature; different interpretations; sharing and communicating one's own understanding <u>Learner Profile Attribute:</u> Open-minded, reflective <u>Lines of Inquiry:</u> - Different groups of humans have different perspectives - How things have been organized throughout human history has been affected by the group doing the organizing - Humans come to agreed upon understandings of organization despite different perspectives | <u>Central Idea:</u> People can break barriers in many different ways through perseverance and choices. <u>Key Concepts:</u> Responsibility, causation <u>Related Concepts:</u> performance; actions have consequences; language is powerful and must be used responsibly; appreciating the obligation to apply mathematics with honesty; Informed and appropriate choices leading to responsible actions make a difference to our health, well-being, community and the environment <u>Learner Profile Attribute:</u> Risk-takers, principled <u>Lines of Inquiry:</u> - People are inspired by individuals who break barriers in sports - Throughout history people have broken military and political barriers - Humans strive to overcome barriers through scientific breakthroughs |