

## ICSAtlanta Program of Inquiry

Transdisciplinary theme	Who we are An inquiry into the nature of self; beliefs and values; personal, physical, mental social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human	Where we are in place and time An inquiry into orientation in place and time; personal histories; homes and journeys the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.	How the world works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing the planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Age/Grade						
5-6 years old Kindergarten	<p><b>Central Idea:</b> <i>We learn and grow as citizens when we follow the rules and respect cultural symbols</i></p> <p><b>Key concepts:</b> function, responsibility</p> <p><b>Related concepts:</b> role, citizenship</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into what is our role</li> </ul>	<p><b>Central Idea:</b> <i>Throughout time, the world has celebrated holidays and traditions differently</i></p> <p><b>Key concepts:</b> perspective, form, change</p> <p><b>Related concepts:</b> similarities, adaptation, belief</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into how people lived long ago</li> </ul>	<p><b>Central Idea:</b> <i>We use our senses to discover, experience and appreciate the world around us</i></p> <p><b>Key concepts:</b> form, connection, perspective</p> <p><b>Related concepts:</b> properties, networks, beliefs</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into our 5 senses</li> </ul>	<p><b>Central Idea:</b> <i>Day and night impact our routines and life styles</i></p> <p><b>Key concepts:</b> Function, change, connection</p> <p><b>Related concepts:</b> patterns, cycles, systems</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into the differences between day and night</li> </ul>	<p><b>Central Idea:</b> <i>We create systems to help organize our lives</i></p> <p><b>Key concepts:</b> responsibility, causation, reflection</p> <p><b>Related concepts:</b> rights, consequences, review</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into what systems organize our lives</li> </ul>	<p><b>Central Idea:</b> <i>We are sharing the planet with all sorts of beings and things</i></p> <p><b>Key concepts:</b> form, change, connection</p> <p><b>Related concepts:</b> growth, differences, interdependence</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into the differences between living and non-living</li> </ul>

	<p>as students starting school</p> <ul style="list-style-type: none"> <li>• An inquiry into what makes a good world citizen</li> <li>• An inquiry into how we use symbols in different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into how they celebrated Holidays (Thanksgiving, Christmas, New Year's Eve) long ago</li> <li>• An inquiry into how we celebrate Holidays (Thanksgiving, Christmas, New Year's Eve) now</li> <li>• An inquiry into why we celebrate those Holidays</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into materials</li> <li>• An inquiry into the physical characteristics of various materials</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into how day and night cycles impact our life styles</li> <li>• An inquiry into how day and night cycles impact the people around us</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into the responsibilities of the professionals</li> <li>• An inquiry into the benefits of work</li> <li>• An inquiry into the choices one makes when using money</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into the needs of a living being</li> <li>• An inquiry into the attributes of living beings.</li> </ul>
6-7 years old 1 <sup>st</sup> grade.	<p><b>Central Idea:</b> <i>Our world consists of unique landscapes and cultural values</i></p> <p><b>Key concepts:</b> form, causation, perspective</p> <p><b>Related concepts:</b> structure, pattern, subjectivity</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into where our family lives</li> <li>• An inquiry into what the world looks like</li> <li>• An inquiry into why we are proud of our country</li> </ul>	<p><b>Central Idea:</b> <i>Our lives are influenced by people who shaped history</i></p> <p><b>Key concepts:</b> reflection, responsibility, change</p> <p><b>Related concepts:</b> behavior, initiative, adaptation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into how historical figures continue to influence our lives</li> <li>• An inquiry into the characteristics and learner profiles those historical figures were demonstrating</li> <li>• An inquiry into what motivated those historical</li> </ul>	<p><b>Central Idea:</b> <i>Our perception of light and sound influences how we describe our experiences</i></p> <p><b>Key concepts:</b> causation, perspective, function</p> <p><b>Related concepts:</b> consequences, beliefs, patterns</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into the cause and effect of light and sound</li> <li>• An inquiry into how shadows change depending on the time of day</li> <li>• An inquiry into how distance influences sound and light</li> </ul>	<p><b>Central Idea:</b> <i>The measurable changes of the weather impact our lives</i></p> <p><b>Key concepts:</b> change, perspective, reflection</p> <p><b>Related concepts:</b> cycles, beliefs, interpretation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into how the weather changes in our environment</li> <li>• An inquiry into how certain weather conditions are formed</li> <li>• An inquiry into how the same weather changes affect lives differently</li> </ul>	<p><b>Central Idea:</b> <i>Economic choices affect our lifestyle</i></p> <p><b>Key concepts:</b> causation, responsibility, reflection</p> <p><b>Related concepts:</b> consequence, value, behavior</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into what gives something value</li> <li>• An inquiry into the differences between goods and services</li> <li>• An inquiry into the differences between consumers and producers and the choices they make</li> </ul>	<p><b>Central Idea:</b> <i>Plants and animals have to find a balance to thrive on natural resources</i></p> <p><b>Key concepts:</b> form, function, connection</p> <p><b>Related concepts:</b> properties, pattern, interdependence</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into the basic needs of plants and animals</li> <li>• An inquiry into the similarities and differences of the needs of plants and animals</li> <li>• An inquiry into some endangered species</li> </ul>

		figures to change the world.			<ul style="list-style-type: none"> <li>An inquiry into the differences between spending and saving</li> </ul>	
7-8 years old 2 <sup>nd</sup> grade.	<p><b>Central Idea:</b> <i>Societies are influenced by their natural environment</i></p> <p><b>Key concepts:</b> form, causation, connection</p> <p><b>Related concepts:</b> structure, pattern, systems</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into the topographical features that define our region</li> <li>An inquiry into how the lives of the native people were affected by the surroundings</li> <li>An inquiry into how the environment influences the traditions and the cultures of the native people of the region</li> </ul>	<p><b>Central Idea:</b> <i>New discoveries can have lasting effects on both people and terrains</i></p> <p><b>Key concepts:</b> change, causation, form, function</p> <p><b>Related concepts:</b> adaptation, consequences, structure, behavior</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into the changes of the season</li> <li>An inquiry into the patterns of day and night</li> <li>An inquiry into the lives and contributions of historical figures</li> <li>An inquiry into shadows</li> </ul>	<p><b>Central Idea:</b> <i>What we value is reflected in our everyday decisions</i></p> <p><b>Key concepts:</b> Perspective, causation, reflection</p> <p><b>Related concepts:</b> Beliefs, consequences, behavior</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into the lives of people who have impacted today's society</li> <li>An inquiry into the systems of economics</li> <li>An inquiry into the decision making process</li> </ul>	<p><b>Central Idea:</b> <i>Humans use their understanding of the principle of change to influence the world around them.</i></p> <p><b>Key concepts:</b> Function, form, change</p> <p><b>Related concepts:</b> transformation, properties, roles</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into the physical properties of solids</li> <li>An inquiry into the states of matter</li> <li>An inquiry into the forces in motion</li> <li>An inquiry into how those changes affect us.</li> </ul>	<p><b>Central Idea:</b> <i>Systems are connected to help us make predictions and function effectively</i></p> <p><b>Key concepts:</b> Form, function, connection</p> <p><b>Related concepts:</b> similarities, behavior, relationship</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into the concept of systems</li> <li>An inquiry into the solar system</li> <li>An inquiry into governmental systems</li> </ul>	<p><b>Central Idea:</b> <i>Our ecosystem is a delicate balance that needs to be protected and maintained</i></p> <p><b>Key concepts:</b> change, connection, reflection</p> <p><b>Related concepts:</b> adaptation, relationships, responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into life cycles of plants and animals</li> <li>An inquiry into the needs of living things</li> <li>An inquiry into how living things adapt to their ecosystem</li> <li>An inquiry into the human impact on the ecosystem and ways to minimize that negative impact</li> </ul>
8-9 years old 3 <sup>rd</sup> grade.	<p><b>Central Idea:</b> <i>Societies create systems of rules and laws</i></p> <p><b>Key concepts:</b> responsibility, function, form</p>	<p><b>Central Idea:</b> <i>Over time, the elements change our environment</i></p> <p><b>Key concepts:</b> Change, form, causation</p> <p><b>Related concepts:</b> transformation,</p>	<p><b>Central Idea:</b> <i>Societies with their individuals thrive to maintain the distribution of resources and their appropriate values.</i></p>	<p><b>Central Idea:</b> <i>Tracking and measuring heat energy helps understand how it affects people's lives</i></p> <p><b>Key concepts:</b> causation, change, connection</p>	<p><b>Central Idea:</b> <i>Geographical features of the land affect the way people live</i></p> <p><b>Key concepts:</b> function, perspective, reflection</p>	<p><b>Central Idea:</b> <i>Animals and plants adapt to their environment and have effects on their communities of organisms.</i></p>

	<p><b>Related concepts:</b> citizenship, systems, structure</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into how our government works</li> <li>• An inquiry into the roles and responsibilities of each branch of government</li> <li>• An inquiry into the different types of government</li> </ul>	<p>properties, consequences</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into how each type of rocks is formed</li> <li>• An inquiry into how fossils were formed</li> <li>• An inquiry into what makes up the ground and how it changes</li> <li>• An inquiry into how the changes are affected by time</li> </ul>	<p><b>Key concepts:</b> connection, causation, reflection</p> <p><b>Related concepts:</b> consequences, interdependence, responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into money</li> <li>• An inquiry into the interrelatedness of resources</li> <li>• An inquiry into the choices we make as consumers</li> </ul>	<p><b>Related concepts:</b> consequences, transformation, interdependence</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into the sources of heat</li> <li>• An inquiry into the effects of sunlight</li> <li>• An inquiry into how tools measure distance, area, temperature</li> <li>• An inquiry into heat transfer</li> </ul>	<p><b>Related concepts:</b> behavior, opinion, interpretation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into early Native Americans</li> <li>• An inquiry into how geography affects societies</li> <li>• An inquiry into the European exploration of North America</li> <li>• An inquiry into the settlement of colonial America</li> </ul>	<p><b>Key concepts:</b> change, connection, responsibility</p> <p><b>Related concepts:</b> adaptation, interdependence, initiative</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into how plants and animals adapt to their environment</li> <li>• An inquiry into how plants and animals interact with their surrounding community</li> <li>• An inquiry into the sources and effects of pollution</li> <li>• An inquiry into the possible solutions to pollution</li> </ul>
9-10 years old 4 <sup>th</sup> grade.	<p><b>Central Idea:</b> <i>Governmental structures help protect a society's beliefs and values</i></p> <p><b>Key concepts:</b> perspective, function, form</p> <p><b>Related concepts:</b> beliefs, role, similarities</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into how governments are formed</li> </ul>	<p><b>Central Idea:</b> <i>Humankind journeys to discover new possibilities through exploration and migration</i></p> <p><b>Key concepts:</b> change, connection, causation</p> <p><b>Related concepts:</b> Sequences, relationship, impact</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into the Westward expansion</li> </ul>	<p><b>Central Idea:</b> <i>Societies aspire to work toward independence to express their different cultures</i></p> <p><b>Key concepts:</b> change, causation, connection</p> <p><b>Related concepts:</b> adaptation, consequences, systems</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into what caused the United States to break from GB</li> </ul>	<p><b>Central Idea:</b> <i>Understanding of scientific knowledge has an impact on people's lives</i></p> <p><b>Key concepts:</b> Function, reflection, form</p> <p><b>Related concepts:</b> role, interpretation, properties</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into light and sound</li> </ul>	<p><b>Central Idea:</b> <i>How our economic behavior affects us and our environment</i></p> <p><b>Key concepts:</b> connection, responsibility, form</p> <p><b>Related concepts:</b> network, behavior, structure</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into how ecosystems flow</li> <li>• An inquiry into the roles of organisms and the environment</li> </ul>	<p><b>Central Idea:</b> <i>Civilians' actions and choices influence equal opportunity to rights and freedom</i></p> <p><b>Key concepts:</b> reflection, causation, responsibility</p> <p><b>Related concepts:</b> review, consequences, citizenship</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into how conflict causes change</li> </ul>

	<ul style="list-style-type: none"> <li>• An inquiry into how governments function</li> <li>• An inquiry into how societies and governments influence each other.</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into the physical attributes of the stars and planets</li> <li>• An inquiry into the technological advances and how they impacted our way of life</li> <li>• An inquiry into how the past relates to the present</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into the changes that were led by the break from GB</li> <li>• An inquiry into the geographic impact from the break</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into balanced and unbalanced forces</li> <li>• An inquiry into weather and climate</li> <li>• An inquiry with the earth and the moon</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into the role of water in the ecosystem</li> <li>• An inquiry into how we affect the environment directly</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into how economic decisions affected various groups of individuals</li> <li>• An inquiry into the effects of Reconstruction on society.</li> </ul>
10-11 years old 5 <sup>th</sup> grade	<p><b>Central Idea:</b> <i>Historical and cultural events impact our personal, physical, mental and social health</i></p> <p><b>Key concepts:</b> causation, perspective, connection</p> <p><b>Related concepts:</b> consequence, opinion, relationship</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into the social divides from 1950 to 2001</li> <li>• An inquiry into the nation's perspective of inherited and acquired traits</li> <li>• An inquiry into the changing perspectives of American culture</li> </ul>	<p><b>Central Idea:</b> <i>Innovations in energy sources are moving societies forward</i></p> <p><b>Key concepts:</b> change, connection, reflection</p> <p><b>Related concepts:</b> adaptation, relationships, responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into atom</li> <li>• An inquiry into electricity as an energy source</li> <li>• An inquiry into the current and evolving energy sources</li> <li>• An inquiry into how to create energy</li> </ul>	<p><b>Central Idea:</b> <i>Earth, physical and life science processes can be expressed by various means.</i></p> <p><b>Key concepts:</b> change, connection, causation</p> <p><b>Related concepts:</b> Transformation, interdependence, sequences</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into the constructive and destructive processes</li> <li>• An inquiry into physical and chemical changes</li> <li>• An inquiry into classification of organisms</li> <li>• An inquiry into using tools to predict or measure those changes</li> </ul>	<p><b>Central idea:</b> <i>New advances can impact society through poverty, health, education, and equality.</i></p> <p><b>Key concepts:</b> change, form, function</p> <p><b>Related concepts:</b> Similarities, role, transformation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into scientific advances</li> <li>• An inquiry into technological advances</li> <li>• An inquiry into societal inequalities</li> <li>• An inquiry into creating changes</li> </ul>	<p><b>Central Idea:</b> <i>Societies make decisions for economic function at individual, community and national levels</i></p> <p><b>Key concepts:</b> function, causation, reflection</p> <p><b>Related concepts:</b> behavior, consequence, responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into the 4 sectors of US economy</li> <li>• An inquiry into developing a functional business</li> <li>• An inquiry into how citizens can influence government</li> <li>• An inquiry into how citizens and the economy can influence each other</li> </ul>	<p><b>Central Idea:</b> <i>Economic decisions affect international conflicts and resolutions</i></p> <p><b>Key concepts:</b> perspective, causation, reflection</p> <p><b>Related concepts:</b> opinion, consequences, interpretation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into comparing international perspective from 1920 to 1970</li> <li>• An inquiry into the true cost of war</li> <li>• An inquiry into latitude and longitude</li> </ul>

