### World of ABC Program of Inquiry

<table>
<thead>
<tr>
<th>Age Grade</th>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organize ourselves</th>
<th>Sharing the planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK-3</td>
<td>An inquiry into the nature of the 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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

#### Central Idea

Families help make us who we are.

**Key concepts**
- Form, responsibility, connection

**Related concepts**
- Similarities and differences, belonging, roles

**Lines of Inquiry**
- The diversity of families
- Roles and responsibilities within the family
- Traditions and celebrations shared within families

Not Taught in PreK-3

**Central Idea**
People perceive the world and express themselves creatively by using their senses.

**Key concepts**
- Function, connection, perspective

**Related concepts**
- Systems, perception, self-expression, creativity

**Lines of Inquiry**
- How we use the five senses to perceive the world
- How we use the five senses to create
- How people perceive the world differently

**Central Idea**
The world around us is influenced by natural cycles.

**Key concepts**
- Change, connection, reflection

**Related concepts**
- Cycles, interaction, pattern

**Lines of Inquiry**
- Natural cycles (i.e., day/night, weather patterns, seasons, growth cycles)
- How people respond to natural cycles
- Patterns of behavior in living things related to Earth's natural cycles

**Central Idea**
Communities depend on its members to cooperate and take responsibility.

**Key concepts**
- Form, function, causation

**Related concepts**
- Community, rules, interaction

**Lines of Inquiry**
- Various communities we belong to
- Roles of people who are part of our communities
- How people use structure and space in their communities
- Our responsibilities in our communities

**Central Idea**
Our personal choices can affect living things in our environment.

**Key concepts**
- Form, responsibility, connection

**Related concepts**
- Characteristics, needs, choice, conservation

**Lines of Inquiry**
- Characteristics of living and nonliving things
- Our responsibility in taking care of the environment
- Positive and negative impact of our actions
<table>
<thead>
<tr>
<th>Age</th>
<th>Grade</th>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organize ourselves</th>
<th>Sharing the planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-5</td>
<td>PreK</td>
<td>Central Idea</td>
<td>People’s relationships with each other can have an impact on well-being.</td>
<td>Central Idea</td>
<td>People connect with each other in places around the world.</td>
<td>Central Idea</td>
<td>Materials behave and interact in certain ways, which determine how people use them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key concepts</td>
<td>Form, responsibility, reflection</td>
<td>Key concepts</td>
<td>Form, connection, causation</td>
<td>Key concepts</td>
<td>Function, causation, change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Related concepts</td>
<td>Cooperation, friendship, balance</td>
<td>Related concepts</td>
<td>Interaction, communication, geography</td>
<td>Related concepts</td>
<td>Behavior, prediction, innovation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lines of Inquiry</td>
<td>Diversity of relationships</td>
<td>Lines of Inquiry</td>
<td>Different places around the world, both natural and man-made</td>
<td>Lines of Inquiry</td>
<td>How to construct an effective story</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>How we develop and maintain relationships</td>
<td>Ways we connect with people around the world</td>
<td>How stories are created and shared</td>
<td>What stories can convey</td>
<td>Behavior of materials</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>How relationships affect us</td>
<td>Why people visit other places</td>
<td>Feelings and emotions that stories evoke</td>
<td>How stories are created and shared</td>
<td>Changing properties of materials</td>
</tr>
<tr>
<td>Age Grade</td>
<td>Who we are</td>
<td>Where we are in place and time</td>
<td>How we express ourselves</td>
<td>How the world works</td>
<td>How we organize ourselves</td>
<td>Sharing the planet</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>-------------------------------</td>
<td>--------------------------</td>
<td>---------------------</td>
<td>---------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>5-6 K</td>
<td><strong>Central Idea</strong>&lt;br&gt;People have changing needs as they grow and develop.&lt;br&gt;&lt;br&gt;<strong>Key concepts</strong>&lt;br&gt;Change, perspective, reflection&lt;br&gt;&lt;br&gt;<strong>Related concepts</strong>&lt;br&gt;Identity, similarities and differences&lt;br&gt;&lt;br&gt;<strong>Lines of Inquiry</strong>&lt;br&gt;- Human life cycle&lt;br&gt;- Physical, social, and emotional needs of people and how they change with age&lt;br&gt;- Ways that make people unique&lt;sup&gt;1&lt;/sup&gt;</td>
<td><strong>Central Idea</strong>&lt;br&gt;Homes reflect cultural influences and local materials.&lt;br&gt;&lt;br&gt;<strong>Key concepts</strong>&lt;br&gt;Form, perspective, connection&lt;br&gt;&lt;br&gt;<strong>Related concepts</strong>&lt;br&gt;Culture, needs, ownership, identity, properties and uses of materials&lt;br&gt;&lt;br&gt;<strong>Lines of Inquiry</strong>&lt;br&gt;- What constitutes a home&lt;br&gt;- Homes around the world&lt;br&gt;- How homes reflect local culture&lt;br&gt;- How homes reflect local materials&lt;sup&gt;1&lt;/sup&gt;</td>
<td><strong>Central Idea</strong>&lt;br&gt;Celebrations and traditions are expressions of shared beliefs and values.&lt;br&gt;&lt;br&gt;<strong>Key concepts</strong>&lt;br&gt;Form, connection, perspective&lt;br&gt;&lt;br&gt;<strong>Related concepts</strong>&lt;br&gt;Beliefs, values, belonging, culture&lt;br&gt;&lt;br&gt;<strong>Lines of Inquiry</strong>&lt;br&gt;- Why people celebrate&lt;br&gt;- Features of traditions and celebrations&lt;br&gt;- Symbolic representations of celebrations and traditions&lt;br&gt;- What meaning people assign to celebrations and traditions&lt;sup&gt;1&lt;/sup&gt;</td>
<td><strong>Central Idea</strong>&lt;br&gt;Animals have many similarities and differences.&lt;br&gt;&lt;br&gt;<strong>Key concepts</strong>&lt;br&gt;Form, function, connection&lt;br&gt;&lt;br&gt;<strong>Related concepts</strong>&lt;br&gt;Animals, needs, habitats&lt;br&gt;&lt;br&gt;<strong>Lines of Inquiry</strong>&lt;br&gt;- Structure and behavior of different animals&lt;br&gt;- Basic needs of animals&lt;br&gt;- The influence of the natural environment on animals&lt;sup&gt;1&lt;/sup&gt;</td>
<td><strong>Central Idea</strong>&lt;br&gt;Our school is a community where we can play and learn.&lt;br&gt;&lt;br&gt;<strong>Key concepts</strong>&lt;br&gt;Function, connection, responsibility&lt;br&gt;&lt;br&gt;<strong>Related concepts</strong>&lt;br&gt;Community, roles, space&lt;br&gt;&lt;br&gt;<strong>Lines of Inquiry</strong>&lt;br&gt;- The jobs and roles people have in their school community&lt;br&gt;- How everyone’s responsibilities contribute to the functioning of the school&lt;br&gt;- How physical space within a school contributes to the school community&lt;br&gt;- How a school community is similar to other kinds of communities&lt;sup&gt;1&lt;/sup&gt;</td>
<td><strong>Central Idea</strong>&lt;br&gt;The Earth’s natural resources are influenced by human use and natural cycles.&lt;br&gt;&lt;br&gt;<strong>Key concepts</strong>&lt;br&gt;Change, causation, reflection&lt;br&gt;&lt;br&gt;<strong>Related concepts</strong>&lt;br&gt;Cycles, resources, conservation&lt;br&gt;&lt;br&gt;<strong>Lines of Inquiry</strong>&lt;br&gt;- Limited nature of Earth’s natural resources&lt;br&gt;- The impact of the Earth’s natural cycles on the environment&lt;br&gt;- The impact of people’s choices on the environment&lt;br&gt;- The balance between meeting human needs and the use of natural resources&lt;sup&gt;1&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

<br>1. For 5 and 6 years old
<table>
<thead>
<tr>
<th>Age Grade</th>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organize ourselves</th>
<th>Sharing the planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-7 1st</td>
<td>An inquiry into the nature of the 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.</td>
<td>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.</td>
<td>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</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

6-7 1st Central Idea
The choices people make affect their health and well-being.

Key concepts
Reflection, causation, perspective

Related concepts
Choice, influence, balance

Lines of Inquiry
- What it means to have a balanced lifestyle
- How the choices we make affect our health
- Different sources of information that helps us make choices

Central Idea
The Earth’s physical geography has an impact on human interactions and settlements.

Key concepts
Form, causation, connection

Related concepts
Geography, settlement

Lines of Inquiry
- Different geographic features around the world and their properties
- How people use the natural geography and its resources to create settlements
- Impact of human interaction on the natural environment

Central Idea
Our culture and heritage influence how we express ourselves.

Key concepts
Connection, perspective, reflection

Related concepts
Culture, heritage, perception, self-expression

Lines of Inquiry
- How culture and heritage connect people around the world
- How people perceive and portray their world differently
- How people enjoy and appreciate the work of others

Central Idea
The natural world is composed of different forms of matter, which can be transformed.

Key concepts
Form, change, causation

Related concepts
Properties, transformation

Lines of Inquiry
- States of matter and their properties
- How states of matter can be transformed
- Natural occurrences of states of matter and transformations

Central Idea
Communities create different systems to help meet people’s needs.

Key concepts
Function, connection, responsibility

Related concepts
Systems, needs, cooperation

Lines of Inquiry
- Different kinds of systems and their functions
- How systems are organized to meet the needs of the people
- The role of decision making in systems

Central Idea
Plants and animals have different structures that allow them to survive.

Key concepts
Form, connection, change

Related concepts
Cycles, structure

Lines of Inquiry
- Structures of plants and animals
- How plants and animals obtain water and food from their habitats
- How living things grow and change
<table>
<thead>
<tr>
<th>Age Grade</th>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organize ourselves</th>
<th>Sharing the planet</th>
</tr>
</thead>
</table>
| 7-8 2nd  | **Central Idea**  
People make contributions that may impact the beliefs and values of individuals and societies. | **Central Idea**  
An inquiry into the nature of the 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. | **Central Idea**  
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 | **Central Idea**  
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. | **Central Idea**  
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. | **Central Idea**  
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. |
|          | **Key concepts**  
Causation, reflection, perspective | **Key concepts**  
Form, connection, perspective | **Key concepts**  
Form, causation, change | **Key concepts**  
Form, connection, perspective | **Key concepts**  
Form, causation, change | **Key concepts**  
Connection, causation, responsibility |
|          | **Related concepts**  
Identity, peer pressure, opinion | **Related concepts**  
Causation, change, connection | **Related concepts**  
Communication, culture, self-expression | **Related concepts**  
Ingenuity, force, motion | **Related concepts**  
Interaction, climate, community | **Related concepts**  
Habitat, adaptations, diversity |
|          | **Lines of Inquiry**  
- Contributions of people around the world  
- What determines our beliefs and values  
- Influence of other people on our choices and actions | **Lines of Inquiry**  
- Ways to find out about the past  
- How aspects of the past still influence us today  
- Why some behaviors and practices have changed or remained the same over time | **Lines of Inquiry**  
- Beliefs and values of different cultures  
- Connection between culture and folktales  
- Representations of folktales in multiple mediums | **Lines of Inquiry**  
- Properties of force and motion  
- How understanding force and motion helps inventors create  
- Circumstances that led to the creation of important inventions  
- How inventions have changed over time | **Lines of Inquiry**  
- Weather patterns throughout the seasons  
- Manmade changes to the Earth’s atmosphere  
- How communities are affected by weather | **Lines of Inquiry**  
- Natural habitats and their locations around the world  
- How plants and animals use the environment to survive  
- Human and environmental impact on natural habitats |
<table>
<thead>
<tr>
<th>Age Grade</th>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organize ourselves</th>
<th>Sharing the planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9 3rd</td>
<td>An inquiry into the nature of the 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.</td>
<td>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.</td>
<td>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</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Central Idea

**The actions and responsibilities of citizens and governments affect communities.**

**Key concepts**
- Function, responsibility, perspective

**Related concepts**
- Citizenship, systems, rights

**Lines of Inquiry**
- The rights and responsibilities of citizens and how they support the community
- The structure and responsibility of government and how it supports the community
- What it means to be a global citizen

**Central Idea**
- Exploration leads to discoveries, opportunities and new understandings.

**Key concepts**
- Causation, change, reflection

**Related concepts**
- Impact, navigation, colonialism, power

**Lines of Inquiry**
- Reasons for exploration (historical and personal)
- How explorations have taken place over time
- The consequences of exploration

**Central Idea**
- People use light and sound to express themselves.

**Key concepts**
- Form, perspective, change

**Related concepts**
- Energy, expression

**Lines of Inquiry**
- Properties and sources of light and sound
- How people perceive light and sound in their environment
- How people manipulate light and sound to invent and create

**Central Idea**
- The Earth’s surface is constantly changing.

**Key concepts**
- Form, change, connection

**Related concepts**
- Cycles, impact, geography

**Lines of Inquiry**
- The properties of Earth’s materials and how they form
- Natural and human changes to the Earth’s surface
- How natural and human changes work together to shape places and regions

**Central Idea**
- The global economy relies on the production and exchange of goods and services.

**Key concepts**
- Connection, perspective, causation

**Related concepts**
- Evolution, interaction, diversity

**Lines of Inquiry**
- How the availability of resources influences a region’s production of goods and services
- The interconnectedness of the global economy
- How people and the environment are affected by economic conditions

**Central Idea**
- Living things adapt to their environments.

**Key concepts**
- Form, causation, responsibility

**Related concepts**
- Evolution, interaction, diversity

**Lines of Inquiry**
- Structures and behaviors of living things (including humans)
- Adapts of living things to the environment
- How environmental changes affect the survival of living things
<table>
<thead>
<tr>
<th>Age Grade</th>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organize ourselves</th>
<th>Sharing the planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10 4th</td>
<td>An inquiry into the nature of the 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.</td>
<td>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.</td>
<td>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</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Central Idea: Body systems must effectively interact to ensure health and survival.

#### Lines of inquiry:
- The functions and interactions of the body systems.
- How human body systems are similar and different to systems of other living organisms.
- Consequences of lifestyle choices on the body.

#### Key concepts
- Function, reflection, responsibility

#### Related concepts
- Systems, interdependence, choices

### Central idea: Migration leads to new opportunities and challenges.

#### Key concepts
- Causation, perspective, connection

#### Related concepts
- Migration, challenges, opportunity, adaptation

#### Lines of inquiry:
- Reasons why people migrate
- Challenges people face when they migrate
- How people adapt to their new environment

### Central idea: Observation and interpretation of the changing sky contributes to the creation of myths and legends.

#### Key concepts
- Causation, reflection, connection

#### Related concepts
- Patterns, beliefs, interactions

#### Lines of inquiry:
- Patterns in the sky
- Scientific observation of space
- How scientific data, myths and legends are used to explain natural phenomena

### Central idea: Energy can be converted, transformed and used in different ways.

#### Key concepts
- Form, change, responsibility

#### Related concepts
- Energy, conservation, transformation

#### Lines of inquiry:
- Different forms of energy
- How people use different energy sources
- Our responsibility in conserving energy

### Central idea: People create interconnected communities in different regions.

#### Key concepts
- Form, change, connection

#### Related concepts
- Regions, cooperation, diversity

#### Lines of inquiry:
- Different regions of the United States and their features.
- The history of communities in each region.
- How regions are interconnected.

### Central idea: Children worldwide face a variety of challenges and risks.

#### Key concepts
- Perspective, reflection, function

#### Related concepts
- Equality, rights, conflict

#### Lines of inquiry:
- Challenges and risks that children face.
- How children respond to challenges and risks.
- Ways in which individuals, organizations and nations work to protect children from risk.