

# International School of Belgrade

## The International School of Belgrade POI Matrix 2017-18

Grade:	An inquiry into <b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into <b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into <b>How we express ourselves</b> 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.	An inquiry into <b>How the world works</b> 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	An inquiry into <b>How we organize ourselves</b> 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.	An inquiry into <b>Sharing the planet</b> 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
Gr. 5	<p><b>Key Concepts:</b>Function, Connection, Responsibility <b>Related Concepts:</b>Systems, Health, Homeostasis</p> <p><b>Central Idea:</b> Adolescence is a time of physical, mental and social change.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The body systems that contribute to the physical and emotional changes of adolescence.</li> <li>Strategies and responsibilities for adapting to change and transition</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> PE (??) 6th Unit: 7 May - 11 June</p>	<p><b>Key Concepts:</b> Causation, Change, Reflection <b>Related Concepts:</b> History</p> <p><b>Central Idea:</b> Historical heritage can provide us with insights into a region and its people.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The history of Serbia and the Balkans</li> <li>The gathering and interpretation of historical information</li> <li>The lasting legacies of past civilizations</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> Serbian MT, Art, Serbian B, French 1st Unit: 21 Aug - 25 Sep</p>	<p><b>Key Concepts:</b> Form, Reflection, Perspective <b>Related Concepts:</b> Communication, Structure, Persuasion <b>Central Idea:</b> Images, words and sounds have the power to influence thinking and behavior.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The message and audience of different media</li> <li>The techniques used to influence the audience</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> Music, French, Spanish, Serbian MT, Art (starts later, beg Nov), Serbian B 2nd Unit: 2 Oct - 13 Nov</p>	<p><b>Key Concepts:</b> Form, Change <b>Related Concepts:</b> Transformation</p> <p><b>Central Idea:</b> The properties of matter can be altered as a result of physical and chemical changes.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The properties and characteristics of solids, liquids and gases</li> <li>Changes of state in matter</li> <li>Physical and chemical changes of matter</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> 3rd Unit: 20 Nov -11 Dec</p>	<p><b>Key Concepts:</b> All <b>Related Concepts:</b>Activism</p> <p><b>Central Idea:</b> People work together to improve the environment in which they live.</p> <p><b>Lines of inquiry:</b></p> <p><b>Specialists with Transdisciplinary Connections:</b> Art, French, Serbian B, Spanish, PE, Music PYP EXHIBITION 4th Unit: 8 Jan - 19 March</p>	<p><b>Key Concepts:</b> Responsibility, Reflection, Form <b>Related Concepts:</b>TBD</p> <p><b>Central Idea:</b> Energy may be converted, stored and used to support human activity.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Sources &amp; forms of renewable/non renewable energy</li> <li>Transformation and storage of energy</li> <li>Human uses and applications of different forms of sustainable energy</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> 5th Unit: 19 Mar - 23 April</p>
Gr. 4	<p><b>Key Concepts:</b> Responsibility, Form <b>Related Concepts:</b> Character, Values, Activism <b>Central Idea:</b> People can become heroes through their choices and actions</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The common characteristics of all heroes</li> <li>The actions that heroes take</li> <li>How we become heroes</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> Music, Serbian MT (starts later, end of Oct), French, Serbian B, Spanish, 2nd Unit: 2 Oct - 13 Nov</p> <p>In 2018-19 This Unit is the Minibition. Add peacemakers/explorers as a point of focus.</p>	<p><b>Key Concepts:</b> Perspective, Change <b>Related Concepts:</b> Loss, Gain, Exchange of Ideas <b>Central Idea:</b> Migration can transform communities and create challenges and opportunities</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The factors that lead to migration</li> <li>The challenges that face the host community &amp; immigrants</li> <li>The transformations that occur as a result of migration</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> 6th Unit: 7 May - 11 June</p>	<p><b>Key Concepts:</b> Form, Function, Perspective <b>Related Concepts:</b> Interpretation, Movement, Symbolism, Expression <b>Central Idea:</b> Ideas and feelings are conveyed through movement &amp; dance.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Types of dances and where they're from (form)</li> <li>What can be revealed through dance (function); (Art-through the use of movement)</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> Art, Spanish, Music, PE(later during the school year) 1st Unit: 21 Aug - 25 Sep</p>	<p><b>Key Concepts:</b> Change, Causation <b>Related Concepts:</b> Forces, Energy, Technology <b>Central Idea:</b> Scientific advances can allow us to better understand and react to natural phenomena</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Causes of natural phenomena</li> <li>Impact of natural phenomena on society and environment</li> <li>Technology used to predict, measure and respond to natural phenomena</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> French, Serbian MT to share provocation - original myths) 3rd Unit: 20 Nov - 15 Jan</p>	<p><b>Key Concepts:</b> Function, Connection, Responsibility <b>Related Concepts:</b> Rights, Responsibilities, Citizenship <b>Central Idea:</b> Government systems determine our rights and responsibilities</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different types of government systems</li> <li>Similarities and differences between government systems</li> <li>Impact of government on citizens rights and responsibilities</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> 4th Unit: 22 Jan - 19 Feb</p>	<p><b>Key Concepts:</b> Reflection, Responsibility <b>Related Concepts:</b> Conservation, Activism <b>Central Idea:</b> Forests provide resources for all living organisms.</p> <p>*Minibition Students to develop own CI/Inquiries</p> <p><b>Specialists with Transdisciplinary Connections:</b> Lang.B (Serbian, French, Spanish) 5th Unit: 26 Feb - 23 Apr</p> <p>In 2018-19 this Unit is no longer the Minibition. New LOI: Soils/minerals, germination &amp; pollination, Photosynthesis</p>
Gr. 3	<p><b>Concepts:</b> Responsibility, Perspective <b>Related:</b>Interactions, (Conflict resolution), Identity <b>Central Idea:</b> Our beliefs and values shape our identity and our interactions</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Our beliefs and values (Who we are) and the groups that we belong to</li> <li>Ways of communicating within a groups</li> <li>Our responsibilities within these group (behaviours)</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> Music, Serbian MT, Spanish, French, Serbian B, PE 1st Unit: 21 Aug - 18 Sep</p>	<p><b>Concepts:</b> Form/Function, Perspective <b>Related:</b> Resources, Orientation, History <b>Central Idea:</b> Exploration can lead to discovery and change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Features and uses of different navigation tools</li> <li>Exploration and settlement</li> <li>Boundaries &amp; Change</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> French, Serbian B 2nd Unit: 25 Sep - 23 Nov</p> <p>In 2018-19 This unit is incorporated into G4 Who we are. This Unit will focus on Solar system and orbital bodies in relation to time, seasons and climate.</p>	<p><b>Concepts:</b> Connection, Reflection <b>Related:</b> Interpretation <b>Central Idea:</b> Art forms allow for interpretation and expression of meaning.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Ways we interpret art forms</li> <li>Figurative devices used in poetry</li> <li>Techniques used in performance poetry</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> Music, French, Serbian MT (starts earlier mid Oct), Serbian B, Spanish 3rd Unit: 20 Nov - 15 Jan</p>	<p><b>Key Concepts:</b> Causation,, Form <b>Related Concepts:</b> Properties, Structure <b>Central Idea:</b> Many components influence the design and building of a structure.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different types of structures, their form and their purpose</li> <li>The materials, shapes and joins of different structures</li> <li>The design cycle</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> 5th Unit: 19 March - 23 April</p>	<p><b>Key Concepts:</b> Causation, Connection <b>Related Concepts:</b> Systems, Value <b>Central Idea:</b> People develop systems to access what they need.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>(Assess student knowledge of needs vs. wants.)</li> <li>How different systems meet our needs and wants (financial, raw materials, processing, delivery)</li> <li>The value of resources (sort, organize, think of goods/services)</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> 6th Unit: 7 May - 11 June</p> <p>In 2018-19 incorporate how transportation and</p>	<p><b>Key Concepts:</b> Function, Responsibility <b>Related Concepts:</b> Conservation, Resources <b>Central Idea:</b> Water management influences the way we live.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Bodies of water and water as a resource</li> <li>Ways in which to use, store and access water</li> <li>The availability of clean, safe water</li> <li>Conservation and preservation of water</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> 4th Unit: 22 Jan - 12 March</p>

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					communication have affected trade.	
Gr. 2	<p><b>Key Concepts:</b> Causation, Responsibility <b>Related Concepts:</b> Nutrition, Balance</p> <p><b>Central Idea:</b> Routines and habits affect our health and how our body functions <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Nutrition and how it helps our bodies</li> <li>The components of a balanced lifestyle</li> <li>Habits and routines we can change to improve our health</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> French, Serbian B, Spanish, PE (beginning of the SY) <b>3rd Unit: 4 Dec- 29 Jan</b></p>	<p><b>Concepts:</b> Change, Reflection <b>Related Concepts:</b> Interpretation</p> <p><b>Central Idea:</b> We can understand the past by looking at evidence in the present. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Ways of knowing the past (primary &amp; secondary sources)</li> <li>Interpreting artifacts</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> Serbian MT (starts earlier beg of April), Art <b>6th Unit: 14 May - 11 June</b></p>	<p><b>Concepts:</b> Form, Perspective, Related: Interpretation</p> <p><b>Central idea:</b> The arts allow us to share and interpret emotions <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Different art forms and how they express emotions</li> <li>How we each experience and respond to the arts</li> <li>The development of plot and character to express an emotion/or event</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> French, Serbian MT, Spanish, Music, Serbian B <b>2nd Unit: 23 Oct - 27 Nov</b></p> <div style="border: 1px solid black; padding: 2px; color: red; text-align: center;">In 2018-19 - Change focus to How cultural traditions can be expressed through the Arts (include host country)</div>	<p><b>Concepts:</b> Causation Function <b>Related Concepts:</b> Prediction</p> <p><b>Central Idea:</b> Forces affect the way that objects move. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different way in which objects can move. (acceleration, rotation)</li> <li>The different types of natural forces</li> <li>The processes that scientist use</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> <b>4th Unit: 5 Feb -19 March</b></p>	<p><b>Key Concepts:</b> Change, Connection <b>Related Concepts:</b> Production, Distribution</p> <p><b>Central Idea:</b> People process natural resources in order to produce the foods we eat. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Natural resources (including rocks and minerals) used for food</li> <li>The process and stages of food production</li> <li>The advantages and disadvantages of food distribution</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> <b>5th Unit: 26 March-7 May</b></p>	<p><b>Key Concepts:</b> Connection, Responsibility <b>Related Concepts,</b> Interdependence</p> <p><b>Central Idea:</b> All living things depend on each other for survival. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li><b>Ways to classify animals</b></li> <li>Connections between living things</li> <li>What living things need for survival in a habitat</li> <li>The threats to balance and survival</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> French, Serbian B <b>1st Unit: 4 Sep -16 Oct</b></p>
Gr.1	<p><b>Key Concepts:</b> Connection, Perspective <b>Related concepts:</b> Harmony, Diversity</p> <p><b>Central idea:</b> Learning about our similarities and differences helps us to develop our relationships. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Identifying similarities and differences in our groups</li> <li>Ways we can respect and grow in our relationships</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> French, Serbian B, Spanish, PE, Music <b>1st Unit: 4 Sep - 9 Oct</b></p>	<p><b>Key Concepts:</b> Reflection, Change <b>Related Concepts:</b> History, Chronology <b>Central Idea:</b> Every family is unique and has a history of its own. <b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Different family groups</li> <li>Significant events that are important to a family</li> <li>How our personal histories are the same and different</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> Serbian B <b>4th Unit: 5 Feb -12 March</b></p>	<p><b>Key Concepts:</b> Form, Perspective <b>Related Concepts:</b> Expression, Choice</p> <p><b>Central Idea:</b> Stories have common elements and we share them in different ways <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>What a story is</li> <li>Why people tell stories</li> <li><b>Cultural &amp; traditional tales</b></li> <li>Different ways stories are presented</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> French, Spanish, Serbian MT, Art, Serbian B, Music <b>6th Unit: 14 May - 11 June</b></p>	<p><b>Key Concepts:</b> Form, Change <b>Related Concepts:</b> Properties, Transformation</p> <p><b>Central Idea:</b> Matter exists in different states and can be changed. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>States of matter and their properties</li> <li>Experimenting with matter</li> <li>The role of a scientist</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> Art <b>2nd Unit: 23 Oct - 7 May</b></p>	<p><b>Key Concepts:</b> Connection, Function <b>Related Concepts:</b> Dependence</p> <p><b>Central Idea:</b> People and places in our community serve our needs and wants. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Needs and wants of people</li> <li>Places, services and people within a community</li> <li><b>Rural &amp; Urban communities</b></li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> French, Spanish, Serbian B <b>3rd Unit: 4 Dec- 29 Jan</b></p>	<p><b>Key Concepts:</b> Responsibility, Function <b>Related Concepts:</b> Balance, Classification</p> <p><b>Central Idea:</b> Mini-beasts have a role in keeping our environment in balance. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Minibeast characteristics and behaviors</li> <li>Classification of minibeasts and purpose in our environment</li> <li>Our responsibilities towards minibeasts</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> French, Serbian B, Spanish <b>5th Unit: 19 March-7 May</b></p>
Gr. KG	<p><b>Key Concepts:</b> Form, Function <b>Related Concepts:</b> Interpretation</p> <p><b>Central Idea:</b> Our senses are tools that help us explore and understand the world. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Our senses</li> <li>How and why we use our senses</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> Art, Music <b>3rd Unit: 22 Nov - 22 Jan</b></p>	<p><b>Key Concepts:</b> Reflection, Change <b>Related Concepts:</b> Time, Growth</p> <p><b>Central idea:</b> Documenting our personal journeys helps us understand how we change over time. <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Personal journeys</li> <li>How we change over time in different ways</li> <li>How we reflect, document and move forward on our personal journeys</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> Art <b>6th Unit: 14 May - 11 June</b></p>	<p><b>Key Concepts:</b> Perspective, Causation <b>Related Concepts:</b> Opinion</p> <p><b>Central idea:</b> An artist's choice of different tools and materials result in different outcomes. <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Different tools and materials artists use</li> <li>Why artists choose different tools and techniques</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> Art <b>2nd Unit: 2 Oct - 20 Nov</b></p>	<p><b>Key Concepts:</b> Form and Function <b>Related Concepts:</b> Forces</p> <p><b>Central Idea:</b> Simple machines use force to make work easier. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The parts of simple machines that make them work</li> <li>How simple machines use force (pushes &amp; pulls)</li> <li>How and why people use simple machines</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> <b>4th Unit: 29 Jan- 12 March</b></p>	<p><b>Key Concepts:</b> Function, Responsibility <b>Related Concepts:</b> Organization, Roles</p> <p><b>Central idea:</b> People work together to create a community of learners in our school. <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Roles and responsibilities we each have in our learning community (through the Learner Profiles)</li> <li>The behaviours and choices that help a community work</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> Music <b>PE 1st Unit: 21 Aug -25th Sep</b></p>	<p><b>Key Concepts:</b> Causation, Responsibility <b>Related Concepts:</b> Conservation, Pollution, Choices</p> <p><b>Central idea:</b> The way people use and treat resources affects the environment. <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Resources needed for survival</li> <li>Sources of pollution</li> <li>How our choices affect resources in our environment)</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> <b>5th Unit: 19 March- 7 May</b></p>
Gr. Pre-K (Rotation 1 -) 2017 -18 <b>** This year</b>	<p><b>Key Concepts:</b> Responsibility, Function <b>Related Concepts:</b> Interactions</p> <p><b>Central Idea:</b> People are unique individuals that work and play together . <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Myself and others</li> <li>What groups we belong to</li> <li>How we work together</li> <li>How we play together</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> Art, Music, PE <b>1st Unit: 21 Aug - 13 Oct</b></p>	Not Applicable	<p><b>Key Concepts:</b> Perspective, Reflection <b>Related Concepts:</b> Feelings, Emotions</p> <p><b>Central Idea:</b> People recognise and respond to emotions in different ways. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Names of emotions</li> <li>Emotional triggers</li> <li>Possible choices (real or imagined)</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> Art, Music <b>2nd Unit: 23 Oct - 12 Feb</b></p>	<p><b>Key Concepts:</b> Causation, Connection <b>Related Concepts:</b> Patterns, Cycles</p> <p><b>Central Idea:</b> The Earth's natural cycles influence the activity of living things. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Natural cycles</li> <li>Activities and behaviours depending on those cycles</li> <li>Health and Safety related to natural cycles</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> <b>3rd Unit: 19th Feb -23 Apr</b></p>	Not Applicable	<p><b>Key Concepts:</b> Form, connection <b>Related Concepts:</b> Conservation, Pollution, Choices</p> <p><b>Central Idea:</b> Plants are used as a natural resource for people and animals. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>What plants provide for us and other living things</li> <li>The structure of a plant</li> <li>Caring for plant life</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b> <b>4th Unit: 7 May - 11 June</b></p>

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<p>Gr. Pre-K (Rotation 2 -2016-17)</p>	<p><b>Key Concepts:</b>Form, Connection <b>Related Concepts:</b>Growth</p> <p><b>Central Idea:</b>We are different on the outside but still the same.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The Physical me</li> <li>• Our differences &amp; similarities</li> <li>• My growth and change</li> </ul> <p><b>Specialists with Transdisciplinary Connections: PE</b></p>	<p><b>Key Concepts:</b> Change, Reflection <b>Related Concepts:</b> Sequences, Interpretation</p> <p><b>Central Idea:</b>We learn about ourselves and others when we play.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different kinds of toys &amp; games</li> <li>• What we discover when we play with toys</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b></p>	<p><b>Key Concepts:</b>Perspective, Connection <b>Related Concepts:</b>Beliefs</p> <p><b>Central Idea:</b>People appreciate important life events through celebrations</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Events that people celebrate</li> <li>• Different ways we celebrate</li> <li>• The purpose and planning of a celebration</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b></p>	<p><b>Not Applicable</b></p>		<p><b>Key Concepts:</b>Responsibility, Connection <b>Related Concepts:</b>Habitats</p> <p><b>Central Idea:</b>The world we share is connected.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• What the world is</li> <li>• Who we share it with</li> <li>• How all living things are connected</li> </ul> <p><b>Specialists with Transdisciplinary Connections:</b></p>
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