

	Who We Are	Where We Are In Place and Time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
	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.	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.	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 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 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 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.
Grade 5 Unit Order	6 - April 22 - May31	3 - Nov 12-Dec 14	5 - Feb 18- April 19 (8 weeks) Exhibition	4- Jan 7 - Feb 15	1 Aug 20 - Sept 28	2 - Oct 1 - Nov 9
18th Feb - 19th April - Exhibition: Transdisciplinary Theme will be decided on by students according to their issues and inquiries.						
Unit of Inquiry	CENTRAL IDEA: Creativity and imagination are human characteristics. INQUIRY INTO: • Human are connected through The Arts • The creative process • Fostering empathy and creativity in ourselves and others [1]	CENTRAL IDEA: Evidence of past civilisations can be used to make connections to present societies. INQUIRY INTO: • How interests change/develop through time • Influences of past civilizations on present day • Children write their own line of Inquiry [2]	CENTRAL IDEA: Discovering our passions and identifying significant issues, can inspire us to take meaningful action INQUIRY INTO: • Discovering our passions • Ways of improving the lives of others or the environment • Sustainable action [3]	CENTRAL IDEA: Energy may be converted, transformed and used to support human progress INQUIRY INTO: • Energy changes • Usage of Energy • Sustainable energy practices [4]	CENTRAL IDEA: Government systems influence the lives of citizens INQUIRY INTO: • systems • The impact of government decisions on our daily life • The rights and responsibilities of citizenship	CENTRAL IDEA: Peace and conflict are influenced by the actions and reactions of all involved INQUIRY INTO: • Causes of conflict (local and global) • Different perspectives lead to different understandings • Strategies used to maintain peace or resolve conflict [5]
Key/Related Concepts	KEY CONCEPTS: Connection, Function, Causation RELATED CONCEPTS: Creativity, Imagination, Curiosity	KEY CONCEPTS: Form, Connection, Reflection RELATED CONCEPTS: Influence, Civilizations	KEY CONCEPTS: All RELATED CONCEPTS: Issues, Awareness, Impact, Empathy, Sustainability, Significanc	KEY CONCEPTS: Function, Change, Prespective RELATED CONCEPTS: Conservation, Sustainability, Consumption	KEY CONCEPTS: Responsibility, Form , Function RELATED CONCEPTS: Systems, Citizenship, Governance	KEY CONCEPTS: Causation, Perspective, Responsibility, Reflection RELATED CONCEPTS: Peace, Conflict, Justice, Cooperation
Learner Profile	Balanced, Inquirer, Knowledgeable	Thinkers, Reflective, Principled	All	Risk-Taker, Inquirer, Thinkers, Open Minded	Inquirer, Reflective, Communicator	Communicator, Principled, Caring
Attitudes	Curiosity, Creativity, Independence, Empathy	Commitment, Independence	All	Curiosity, Cooperation	Icooperation, respect, independence	Integrity, Tolerance, Empathy
Subject Focus	Arts- Literacy	Social studies- PSPE-Arts	All	Science- Arts	Social studies- PSPE	Social studies- PSPE
Grade 4 Unit Order	1 18th Sep- 27th Oct	6 7th May- 15th June	2 30th Oct- 8th Dec	3 11th Dec- 26th Jan	5 19 March- 4 May	4 5th Feb- 16 March
Unit of Inquiry	Central idea Choices of heroes and role models reflect the characteristics that societies and individuals value. INQUIRY INTO: • Identifying the characteristics of heroes and role models * Influence of role models on our choices and actions *What determines our beliefs and values	Central Idea: Human exploration has an impact on society. INQUIRY INTO: *Reasons people explore • *The role of exploration in shaping the society •The importance of exploration towards our lives	CENTRAL IDEA: Media is to convey, communicate and express opinions, and ideas INQUIRY INTO: • Media and its purposes • How Media can influence our thinking and perceptions • Interpretation of Media	Central idea: Our Earth is in a constant state of change Inquiry into: * The different components of the earth *The Earth's survival * Human responses to the earth's changes [6]	CENTRAL IDEA: Societal decisions control economic growth INQUIRY INTO: • Systems of trade (Function) • Supply and demand (connection) • Responsibilities as producers and consumers	CENTRAL IDEA: Human choice impacts earth's sustainability INQUIRY INTO: • The earth's finite resources and their uses • The impact of the use of finite resources on the environment • Solutions that lead to sustainability (action plan)
Key/Related Concepts	KEY CONCEPTS: Responsibility, Reflection, Perspective RELATED CONCEPTS: Motivation, Autonomy	KEY CONCEPTS: Change, Form, Connection RELATED CONCEPTS: Geography, Culture, History	KEY CONCEPTS: Form, Causation, Perspective RELATED CONCEPTS: Communication, Interpretation, Opinion	KEY CONCEPTS: Form, Causation, Change,Function RELATED CONCEPTS: Elements, Forces, Nature, Sustainability	KEY CONCEPTS: Function, Causation, connection RELATED CONCEPTS: Ethics, Awareness, Interdependence	KEY CONCEPTS: Responsibility, Perspective, Reflection RELATED CONCEPTS: Conservation, Consumption, Sustainability
Learner Profile	All	Open-Minded, Thinkers	Communicator, Open-Minded, Thinker, Risk- taker	Balanced, Inquirer, Caring	Principled, Knowledgeable, Communicators	principled, Reflective, Caring
Attitudes	All	Respect, Appreciation,	Appreciation, Creativity, Tolerance	Curiosity, Confidence, Appreciation	Cooperation, Commitment	Commitment, Curiosity, Empathy.
Subject Focus	Literacy/PSPE- Arts	Social studies- PSPE- Arts	Literacy- Arts	Science- Arts	Social studies- PSPE	Science
Grade 3 Unit Order	5 11th March - 26th April	4 28th Jan- 8th March	2 8th Oct- 16th Nov	3 19th Nov- 25 Jan	1 20th Aug- 5th Oct	6 29th April- 30th May

Unit of Inquiry	<p>CENTRAL IDEA: Our bodies' systems are interconnected and influenced by our lifestyle choices.</p> <p>INQUIRY INTO: *how our body systems work - Function *how our body systems are connected - Connection *The impact of lifestyle choices on body systems - Responsibility</p>	<p>CENTRAL IDEA: Migration is a response to human circumstances and has an impact on people and places.</p> <p>INQUIRY INTO: •The reasons for migration • Impact of migration on places and communities • The human response to migration</p>	<p>CENTRAL IDEA: Creating and responding to the Arts develops understanding of ourselves and the world around us.</p> <p>INQUIRY INTO: • The role of the Arts in society * the features of the Arts in different culture *How to express yourself creatively [7]</p>	<p>CENTRAL IDEA: Matter has properties that can be discovered and changed through investigations.</p> <p>INQUIRY INTO: • The properties of matter • How and why matter changes * Exploring matter through the scientific methods. [8]</p>	<p>Central Idea By measuring time, we can organise ourselves and understand the world around us.</p> <p>INQUIRY INTO: * How events and changes show that time is passing • How people have developed different ways of measuring time • The ways people use time to organize themselves</p>	<p>CENTRAL IDEA: Society has a responsibility to ensure access to equal opportunities for all children</p> <p>INQUIRY INTO: * The connection between children's rights and responsibilities *How society responds to children's needs and rights *The action children can take to ensure their own needs are met</p>
Key/Related Concepts	<p>KEY CONCEPTS: Form, Function, Connection</p> <p>RELATED CONCEPTS: Systems, Interdependence, Structure</p>	<p>KEY CONCEPTS: Change, Connection, Perspective</p> <p>RELATED CONCEPTS: Migration, Human Condition, Geography</p>	<p>KEY CONCEPTS: Perspective, Form, Reflection</p> <p>RELATED CONCEPTS: Interpretation, Exploration</p>	<p>KEY CONCEPTS: Causation, Change, Function</p> <p>RELATED CONCEPTS: Properties of Matter, Chemical Change [9]</p>	<p>KEY CONCEPTS: Function, Change</p> <p>RELATED CONCEPTS: patterns and systems</p>	<p>KEY CONCEPTS: Causation, Reflection, Responsibility</p> <p>RELATED CONCEPTS: Justice, Discrimination, Rights</p>
Learner Profile	Reflective, Caring Open-Minded, Inquirers	Open-Minded, Inquirer, Risk-Taker, Thinkers, Independence	Open-Minded, Reflective, Thinkers, Communicators	Inquirer, Reflective, Thinkers, Risk-Taker	Knowledgeable, Thinkers, Balanced, Communicators	Knowledgeable, Inquirer, Communicators, Principled
Attitudes	Appreciation, Confidence, Enthusiasm	Empathy, Tolerance, Integrity	Creativity, Appreciation, Enthusiasm	Curiosity, Cooperation, Enthusiasm	Creativity, Cooperation, Commitment	Respect, Appreciation, Empathy
Subject Focus	Science- Arts	PSPE- social studies	Arts- Literacy	Science - Arts	PSPE- Social studies	PSPE- social studies
Grade 2 Unit Order	5 11th March - 26th April	4 28th Jan - 8th March	6 29th April - 30th May	3 19th Nov- 25 Jan	1 20th Aug- 5th Oct	2 8th Oct- 16 Nov
Unit of Inquiry	<p>CENTRAL IDEA: An awareness of self and others influences our Relationships</p> <p>INQUIRY INTO: • Factors that contribute to our identity. * <i>The interaction with others</i> • Reflection helps us to improve ourselves. [10]</p>	<p>Central Idea: Human inventions and discoveries are a response to needs, and are developed over time.</p> <p>INQUIRY INTO: • Reasons why people invent and innovate • Human ingenuity • How discoveries change and shape the future</p>	<p>CENTRAL IDEA: Different ways of expressing ourselves</p> <p>INQUIRY INTO: • Different ways we communicate • Challenges when communicating • Impact of communication</p>	<p>CENTRAL IDEA: Being a part of our Solar System affects life on Earth.</p> <p>INQUIRY INTO: • Interconnections between the earth, sun and moon • The natural cycles of the earth •How the Earth, Sun and Moon cycles create patterns of time [11]</p>	<p>CENTRAL IDEA: Humans create systems to meet the needs of their communities</p> <p>INQUIRY INTO: • Human made systems within a community • How systems work within a community • The interconnectedness of systems within a community [12]</p>	<p>CENTRAL IDEA: Our personal choices can change our environment</p> <p>INQUIRY INTO: • The influences of our choices on the environment • How waste can be reduced. • Action we can take at home and at school to reduce, reuse, recycle</p>
Key/Related Concepts	<p>KEY CONCEPTS: Causation, Reflection, Connection</p> <p>RELATED CONCEPTS: Identity, Relationship, Character Traits</p>	<p>KEY CONCEPTS: Function, Change, Reflection</p> <p>RELATED CONCEPTS: Chronology, Innovation, Ingenuity</p>	<p>KEY CONCEPTS: Causation, Perspective, Function</p> <p>RELATED CONCEPTS: Impact, Communication</p>	<p>KEY CONCEPTS: Connection, Form, Causation</p> <p>RELATED CONCEPTS: Patterns, Interrelationships, Cycles</p>	<p>KEY CONCEPTS: Form, Function, Connection</p> <p>RELATED CONCEPTS: Systems, Interconnectedness</p>	<p>KEY CONCEPTS: Causation, Change, Responsibility</p> <p>RELATED CONCEPTS: Sustainability, Choice, Interdependence</p>
Learner Profile	Balanced, Caring, Thinkers, Reflective	Open-Minded, Thinkers, risk tacker	Communicator, Open-minded, Knowledgeable	Inquirer, Open-minded, Reflective	Balanced, Knowledgeable, Thinkers	Principled, Thinkers, Caring, Independence
Attitudes	All	Empathy, Tolerance, Appreciation, Risk- Taker	Tolerance, Respect, Empathy	Curiosity, Appreciation, Enthusiasm	Appreciation, Curiosity, Commitment	Empathy, Tolerance
Subject Focus	PSPE- Arts	Science- Arts	PSPE- Literacy	Science - Arts	Social studies - PSPE	Science - Arts
Grade 1 Unit Order	1 20th Aug- 5th Oct	2 8th Oct- 16th Nov	6 29th April- 30th May	4 28th Jan- 8th March	3 19th Nov- 25th Jan	5 11th March- 26th April
Unit of Inquiry	<p>CENTRAL IDEA: Relationships are enhanced by understanding other people's perspectives and communicating our own.</p> <p>INQUIRY INTO: • Social interactions • Ways of effectively communicating our ideas, feelings and emotions • Managing and resolving conflict</p>	<p>Central Idea: Significant events influence our personal history.</p> <p>Inquiry into: *Significant events *Important events that lead to change character *how significant events develop character [13]</p>	<p>CENTRAL IDEA: Using our imagination helps us to think, create and express ourselves in new ways</p> <p>INQUIRY INTO: • Exploring personal interests, culture and values • Developing a creative process • How reflection on process helps to nurture creativity. [14]</p>	<p>CENTRAL IDEA: Understanding weather patterns help people make informed choices</p> <p>INQUIRY INTO: • Factors that affect different weather conditions (wind, temperature, humidity:) (Causation) • How weather patterns impact human activity (responsibility) How we measure and monitor weather (function) [15]</p>	<p>CENTRAL IDEA: In a community, people share responsibilities and depend on each other</p> <p>INQUIRY INTO: • Communities • Roles and responsibilities within communities • Interconnectedness within communities</p>	<p>CENTRAL IDEA: Living and non-living things in an ecosystem are interconnected and impact each other</p> <p>INQUIRY INTO: • How different ecosystems work • Interconnectedness between living and non-living things • Human impact on ecosystems</p>

Key/Related Concepts	KEY CONCEPTS: Perspective, Responsibility, Form RELATED CONCEPTS: Choice, Relationships, Communication	KEY CONCEPTS: Connection, Change, Perspective RELATED CONCEPTS: History, Timeline	KEY CONCEPTS: Form, Function, Reflection RELATED CONCEPTS: Expression, Imagination, Creativity	KEY CONCEPTS: Causation, Responsibility, Function RELATED CONCEPTS: Weather, Patterns, Climate	KEY CONCEPTS: Form, Function, Connection RELATED CONCEPTS: Community, Interdependence	KEY CONCEPTS: Function, Connection, Causation RELATED CONCEPTS: Ecosystem, Habitat, Adaptation
Learner Profile	Caring, Communicators, Principled	Caring, Open-Minded, Knowledgeable, Reflective	Caring, Inquirers, Communicators, Open-Minded, Principled	Inquirers, Thinkers, Knowledgeable, Communicators	Balanced, Risk-taker, Reflective	Caring, Reflective, Inquirers
Attitudes	Cooperation, Respect, Tolerance, Empathy, Independence	Tolerance, Curiosity, Respect	Cooperation, Respect, Appreciation, Integrity, Creativity	Curiosity, Appreciation, Enthusiasm	Creativity, Confidence, Enthusiasm	Curiosity, Respect, Appreciation, Commitment
Subject Focus	Social Studies & PSPE	Social studies - Arts- PSPE	Arts- Literacy	Science	PSPE- social studies	Science- PSPE
	HWEO:	HWEO:	HWEO: Summative Assessment	HWEO:	HWEO:	HWEO:
KG Unit Order	5 11th March - 26th April	4 28th Jan- 8th March	6 29th April- 30th May	3 19th Nov- 25th Jan	1 20th Aug- 5th Oct	2 8th Oct- 16th Nov
Unit of Inquiry	CENTRAL IDEA: The choices people make affect their health Lines of Inquiry: * Nutrients are required for good health. *Our bodies need physical exercise. *Safety impacts healthy living	CENTRAL IDEA: Homes reflect cultural influences and local conditions INQUIRY INTO: • What makes a home • How homes reflect family values and local culture • Factors that determine where people live [16]	CENTRAL IDEA: Creativity can be explored through sensory experiences INQUIRY INTO: • Learning through the senses • Identifying patterns in environments • Enjoy creativity. [17]	CENTRAL IDEA: Materials behave and interact in certain ways which determine how people use them INQUIRY INTO: *properties of materials in there natural state. *Properties of materials can change. * Materials can be repurposed	CENTRAL IDEA: Signs and symbols are used locally and globally to help us communicate and organise ourselves INQUIRY INTO: • Signs and symbols • How we use signs and symbols to communicate and organise ourselves • Reasons for signs and symbols	CENTRAL IDEA: The characteristics of living things affect their ability to survive INQUIRY INTO: • Characteristics of living things • Living things adaptation • Human impact on living things [18]
Key/Related Concepts	KEY CONCEPTS: Responsibility, Connection, Causation RELATED CONCEPTS: Needs, Health, Safety	KEY CONCEPTS: Form, Connection, Causation RELATED CONCEPTS: Culture, Homes, Family	KEY CONCEPTS: Perspective, Connection, Form, Reflection RELATED CONCEPTS: Patterns, creativity, Investigation	KEY CONCEPTS: Form, Function, Change RELATED CONCEPTS: Symbolism, Communication	KEY CONCEPTS: Form, Function, Causation RELATED CONCEPTS: Symbolism, Communication	KEY CONCEPTS: Form, Connection, Responsibility RELATED CONCEPTS: Characteristics, Adaptation, Classification
Learner Profile	Reflective, Balanced, Caring	Thinker, Caring, Open-minded, Reflective	Communicator, Knowledgeable	Inquirer, Knowledgeable, Communicators	Communicator, Thinker, Inquirer, Risk-Taker,	Inquirer, Caring, Principled,
Attitudes	Commitment, Independent	Appreciation, Empathy, Respect	Appreciation, Confidence, Creativity, Respect	Curiosity, Creativity, Enthusiasm	Cooperation, Independence, Tolerance	Appreciation, Respect, Curiosity, Empathy, Integrity
Subject Focus	Science- PSPE	Social studies- PSPE	Arts- Literacy	Science- Arts	PSPE- Literacy	Science
Pre-School 4 Unit Order	2	1 Yearlong	4		3	
Unit of Inquiry	CENTRAL IDEA: People understand their place in the world through their connections with others. INQUIRY INTO: • Types of relationships • People relate to others in different ways * Similarities and uniqueness varies	CENTRAL IDEA: Journeys have a purpose and can lead to new experiences INQUIRY INTO: 1 Journeys 2. Journeys lead to new experiences. 3. Purposes of different journeys	CENTRAL IDEA: Exploring creativity influences self expression INQUIRY INTO: 1. People express themselves in different ways 2. Drawing inspirations for creativity 3. Responding to creativity		Central Idea: We organize our places and spaces for different purposes according to the needs of the community INQUIRY INTO: 1. Various environments 2. environments meet people's needs 3. taking responsibility for shared environments	
Key/Related Concepts	KEY CONCEPTS: Form, Function, Connection RELATED CONCEPTS: Relationships, Friendship, Identity	KEY CONCEPTS: Function, Reflection, Connection RELATED CONCEPTS: Journeys, Transportation, Communication	KEY CONCEPTS: Causation, Perspective, Reflection RELATED CONCEPTS: Imagination, Creativity, Exploration		KEY CONCEPTS: Function, Responsibility RELATED CONCEPTS: Environments, Needs	
Learner Profile	Open-Minded, Principled	Inquirers, Reflective, Balanced	Communicator, Knowledgeable		Thinkers, Inquirers	
Attitudes	Curiosity, Empathy	Curiosity	Independence, Creativity		Cooperation	
Subject Focus	PSPE	PSPE- social studies	Arts		PSPE- Arts	
Pre-School 3 Order	2 Yearlong		1	4		3

Unit of Inquiry	<p>Central Idea: Many things make me who I am.</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. The qualities that make me special 2. Things I can do 3. Changes that happen over time [19] 		<p>CENTRAL IDEA: Children explore the world around them and discover new ideas through play</p> <p>INQUIRY INTO:</p> <ul style="list-style-type: none"> • Communicating through play • Playing cooperatively *Exploration through play 	<p>CENTRAL IDEA: Light creates shadows and reflections which affect The environments</p> <p>INQUIRY INTO:</p> <ul style="list-style-type: none"> • sources of light • shadows and reflections are created in many ways • light and shadows affect the environment. 		<p>CENTRAL IDEA: All living things grow and change</p> <p>INQUIRY INTO:</p> <ul style="list-style-type: none"> • Exploring Living things • Living things change and grow • Caring for living things
Key/Related Concepts	<p>KEY CONCEPTS: Change, Form, Function</p> <p>RELATED CONCEPTS: Change, Growth</p>		<p>KEY CONCEPTS: Function, Form, Connection</p> <p>RELATED CONCEPTS: Play, Exploration</p>	<p>KEY CONCEPTS: Reflection, Causation, Change</p> <p>RELATED CONCEPTS: Day and Night, Similarities and Differences</p>		<p>KEY CONCEPTS: Change, Responsibility, Function</p> <p>RELATED CONCEPTS: Growth, Lifecycles</p>
Learner Profile	Communicators, Risk-Takers, PRINCIPLED , Balanced		Reflective, Inquirers, Risk-Takers	Inquirers, Reflective, THINKERS		Caring, Inquirers, KNOWLEDGEABLE
Attitudes	Confidence, Curiosity, Independence		Cooperation, Creativity	Curiosity, Creativity		Appreciation
Subject Focus	Science, MATHS		PSPE- Arts, LITERACY	Science- Arts		Science, MATHS

[1] "All of imagination — everything that we think, we feel, we sense — comes through the human brain. And once we create new patterns in this brain, once we shape the brain in a new way, it never returns to its original shape."
— Jay Walker

wonder and creativity are the center of the scientific life.

Curiosity is the engine of achievement when creativity and imagination are valued and nurtured.
Humans have unique characteristics and are programmed to think and inquire about our world.

Human life is inherently creative and human culture is so interesting and diverse and dynamic.

[2] Make central idea align with the following part of the TD Theme: relationships between and the interconnectedness of individuals and civilizations

[3] 2 week intro. then embed throughout the year. (Action Unit)

[4] http://www.sustainableschools.act.gov.au/__data/assets/pdf_file/0005/17294/Energy_Curriculum_program.pdf

CENTRAL IDEA:

Energy may be converted, transformed and used to support human progress.

INQUIRY INTO:

- Different forms of energy sources (renewable and non-renewable)
- How energy is used (transformation)
- Sustainable energy practices

Energy sources

- Technological advances in energy use
- The implications of energy useage on the environment

[5] 2) Different perspectives lead to different understandings.(Perspective)

[6] LOI 3 needs to be expanded upon to work with the concepts of change and responsibility - linking to human survival connected to our planets survival.

[7] INQUIRY INTO:

*The role of Art in culture and society

*How Art is unique and personal

[8] Central idea:

The ways in which materials behave determine how people use them.

Lines of Inquiry:

-Properties and classification of materials and matter.

-Changes that materials undergo

-Manipulation and application of materials

[9] RELATED CONCEPTS:

Properties, structure, transformation, behaviour, role, change of state, chemical and physical changes

[10] Inquiry into: The influences in our lives
(What or who has influence our lives)

[11] an inquiry into

- day and night
- seasons
- shadows

[12] Check out online gaming - like sim city, mine craft edu etc. Motivating for kids but has good cause and effect, problem solving. Make sure age appropriate.

[13] change the CI to personal history

reword the central idea in the changes box to avoid the repetition in Pre4

[14] Year long unit

[15] Central idea:
The Earth's natural cycles influence our lives

Lines of inquiry:

- Natural cycles (night and day, the water cycle, weather patterns, seasons)
- How people respond to natural cycles
- Extremes of natural cycles

[16] building a sense of belonging
activities to build a sense of belonging, environment, things we value and why, what do you celebrate in your home, what would I see or hear in your home at special times, circle time in the classroom - at home? Montage that you build with the students over the unit, paint, draw collage of ideas with words, home, love, safe...

[17] We will change the central idea for next year: Through sensory experiences, people enjoy creativity.

[18] Responsibility for our environment

[19] Central Idea:
Many things make me who I am.

Key Concepts: form, connection

Related Concepts: similarities and differences; relationships

Lines of Inquiry:

- The relationships in my life that make me special
- The qualities that make me special
- How my relationships contribute to who I am