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5/25/76
APPROVAL OF
ACADEMIC PLUS
AS ALTERNATIVE
PROGRAM

Mrs. Beall, Parents' Representative, presented a request for the adoption by the Board of Academic Plus as a District alternative program. Academic Plus is a traditional program with a more structured curriculum and definitive behavior and dress standards than are generally in practice. The primary emphasis is on the basic study habits. As Mr. Lowry informed the Board in descriptive material sent to them before the meeting, the program had been presented to a staff study committee, the Elementary School Administrative Council, and the Superintendent's cabinet for review.

After discussing the proposed program with the parents present and staff members, Mr. Skirvin moved, Mr. Hoover seconded, and motion carried that Academic Plus be approved as an alternative program, to be implemented in September, 1977; as recommended by the administration. Mr. Lowry pointed out that in accepting the proposal in principle it was to be noted that the details of implementation may vary some from the description as presented.

12/14/76
INCLUSION OF
GRADE 7 IN
ACADEMICS PLUS
PROGRAM ON
LIMITED BASIS
FOR 1977-78 &
GRADE 8 PROB-
ABLY IN 78-79

Mrs. Watkins, representing the Academics Plus Committee, presented the Committee's request for (1) approval to include grades 7 and 8 in Academics Plus, approved May 25 of this year as a District alternative program, and (2) identification of a site for the program.

Dr. Slezak recommended that the program be located at Diablo Vista Elementary School which can accommodate between 600 and 700 pupils, is fairly centrally located, and where the program could possibly be expanded in the future to the Pleasant Hill Intermediate School next door. He suggested that it be limited to K-6 with 2 or 3 classes of 7th graders in the 1977-78 school year and work toward a complete K-8 program the following year. The Board expressed concern about the acceptability of the program by the 300 families with children attending Diablo Vista this year.

BOARD PROPOSED
TO ESTABLISH
ACADEMICS PLUS
AT DIABLO
VISTA ELEM.
SCHOOL

After discussing the matter at some length, Mrs. Draemel moved, Mrs. Kelly seconded, and motion carried that the staff be directed to proceed with plans for the inclusion of grade 7 in the Academics Plus program on the limited basis recommended by Dr. Slezak for the 1977-89 year, with a view to including the 8th grade the following year.

Mr. Skirvin moved, Mrs. Draemel seconded, and motion carried that the Board proposes to establish an Academics Plus program at Diablo Vista Elementary School in the 1977-78 school year and that a hearing on the matter be held at the regular meeting of the Board of Education on January 11.

1/11/77
ACADEMICS PLUS
TO BE LOCATED
AT DIABLO
VISTA ELEM.

As requested by the Board at the last regular meeting on December 14, when the Academics Plus program was discussed, a hearing was held on the proposal to locate the program at Diablo Vista Elementary School in the 1977-78 school year. No one spoke in opposition to either the program or its location on the Diablo Vista School site.

1. Demonstration of need: Day 1
2. Identification of probable site: Day 30
3. Negotiations with parents and teachers for redesignation of a particular school site as Academics Plus School: Day 150
4. Decision by Board of Education: Day 180
Designation of site
(2 Board meetings; 1 to provide for public hearing)
5. Appointment of Principal: Day 210
6. Selection of Resource Teacher: Day 220
7. Selection of Staff and enrollment of students: Day 250
8. Refinement of program to fit staff: Day 310
9. Ordering of supplies, equipment, books: Day 340
10. Establishment of School Advisory Committee: Day 370

Members of the Committee for a Second Site of Academics Plus were present to urge the Board to approve the establishment of a second Academics Plus School in the District this fall. Dr. Slezak and members of the administrative staff reiterated their request made at the last meeting that they be permitted to move slowly on the development of this first Academics Plus School, to develop a quality program and to accumulate data for use in establishing a second school. Board members expressed confidence in the judgment of the administrative staff.

Mr. Skirvin moved, Mr. Hoover seconded, and motion carried that the Board (1) go on record as subscribing to the time line suggested by the staff for the establishment of a second site for an Academics Plus School, and (2) make a decision no later than January, 1978 (Day 180 on the time line) on the matter of formal site designation.

1/24/78
APPROVAL OF
EXPANSION OF
ACADEMICS PLUS
PROGRAM

In December of 1976 the Board approved the establishment of an Academics Plus program at Diablo Vista Elementary School in the 1977-78 school year and the development and implementation of plans for housing the 7th grade classes at Diablo Vista and/or Pleasant Hill Intermediate School. At that time the administrative staff was asked to review in January, 1978, the possibility of developing a second site for this program.

Mr. Russell, Assistant Superintendent, Educational Services, told the Board that over the past several months the Academics Plus parents' committee and members of the administrative staff have reviewed a variety of alternatives involving establishment of not only a second site but also of a program for intermediate students at Pleasant Hill Intermediate as a continuation of the current program covering grades K through 7. He went on to say that it is the recommendation of both parents' committee and administrative staff that a second site not be established until a strong K-8 program has been developed, is operating, and has been evaluated. In connection with this recommendation Mr. Russell discussed several issues related to it, namely, an early evaluation of the current program, a description of the proposed intermediate program at Pleasant Hill Intermediate, a proposed calendar for staffing the intermediate program, and a summary of the results of a survey of interest within the proposed attendance area.

Several members of the audience presented arguments for and against the recommendations for expansion of the program to Pleasant Hill Intermediate School.

Mrs. Lord announced that one hour would be devoted to speakers at this meeting and that those who could not be heard would speak first at the next meeting on March 27.

3/27/79
SECOND SITE
FOR ACADEMICS
PLUS

The Board considered again the choice of a second site for the Academics Plus program. As Mrs. Lord announced at the last meeting on March 21, those individuals who could not be heard were given the opportunity to speak at this meeting. Approximately 42 additional persons spoke to the issue.

4/3/79
ACADEMICS
PLUS PROGRAM

The Board considered again the selection of a second site for the Academics Plus program next year. Mrs. Lord reported the following results of balloting at Mountain View Elementary School on March 30 on the possible choice of that school as the site:

Should Mountain View be converted to a second site for Academics Plus?

YES: 64
NO: 445

(Note: The total of 509 votes represents 63% of the eligible voters.)

She told the Board that the administrative staff will not recommend the conversion of Mountain View to a second site for the program. Mrs. Lord went on to suggest that the administrative staff develop a phase-in plan for the Academics Plus program at a school to be selected by the staff. The Board members then discussed the proposal at length. At the conclusion of the discussion Dr. Slezak summarized their various expressions of opinion as follows, and the Board concurred in his conclusions:

1. In the introduction of Academics Plus classes into existing neighborhood schools, there is to be no disruption of students, teachers, or program.
2. The administrative staff should assume full control of the implementation of the program.
3. The administrative staff is to evaluate the program carefully. This includes ~~assessment of~~ teacher and student morale.
4. In general ~~the Board is receptive to~~ alternative programs in response ~~to the wishes of the~~ constituency, but there is not agreement ~~among the members~~ on whether or not the phase-in of Academics Plus classes at a particular school should lead to total conversion ~~of~~ that school.

The Board asked that the administrative staff submit a plan at the next meeting on May 8, or no later than the following meeting on May 22, for a compromise on the establishment of a second site for the Academics Plus program for the 1979-80 school year.

5/8/79
AUTHORIZATION
TO PROCEED WITH
EXPANSION OF
ACADEMICS PLUS
PROGRAM

Mr. Russell presented a plan developed by the administrative staff for expansion of the Academics Plus program next year, in accordance with instructions given by the Board at the meeting on April 17. The proposed plan identified Crawford Village Elementary as the site for the expansion, which, along with Loma Vista Intermediate, would provide the capacity for 6 classes (192 students) of Academics Plus students.

F. V. Stewart

GOALS AND PHILOSOPHY

The Academics Plus Program is based, primarily, on the belief that the major responsibility of the school is to provide children with the academic tools necessary to achieve the skills they will need for later years. Educational excellence can be achieved through mastery of the basic skills while building within each child a sense of responsibility, confidence, pride in accomplishment and respect for self and community. To this end, the Academics Plus school provides a quiet and orderly environment which many children need in order to learn. It is essential that the home provide positive support to the school in this effort and cooperate in the full development of the child. This program places a greater responsibility on the parents to develop their own child's individual personal growth.

At the Academics Plus school, the burden of discipline is placed on the parents. Discipline problems take time that the teacher could be using for productive class activity. A school can be strict and still remain an interesting place where students feel comfortable and inspired to do more than the required minimum. Academics Plus parents' commitment to be responsible for their children's behavior is matched by the staff's commitment to coordinate their teaching so that a definite progression of curriculum will build on skills and abilities acquired at each level.

HISTORY

In November 1975, a group of parents desiring more discipline, greater academic emphasis and a structured learning environment in schools became aware of the highly successful fundamental education program operating at Hoover School in Palo Alto.

Hopeful that such a program could be instituted for their children and the children of other Mt. Diablo Unified School District (MDUSD) parents who shared their concerns, these parents, with the aid of a teacher, asked for and received permission from district administrators to work out a back-to-basics program following already existing guidelines for establishing alternative programs (see California State Education Code 58500).

Information was gathered on fundamental education programs in California and elsewhere in the United States. Meetings were held for interested parents and teachers and a committee formed to spearhead the development of "Academics Plus" in the MDUSD. This name was chosen to emphasize the traditional "3 R's", plus two additional "R's", Respect and Responsibility.

Through countless hours of research, meetings, discussions, telephoning, writing and re-writing for two and one half years, the Academics Plus Committee guided this program through the maze of regulations and procedures necessary to establish a program and a school. The fall of 1977 saw the opening of a Kindergarten through 7th grade school. The Academics Plus program presently has K-5 in the elementary school and 6-8 in the middle school. They are on two separate campuses with two separate waiting lists.

WAITING LIST REQUIREMENTS

1. Student must live in the Mt. Diablo Unified School District in order to be placed on the list. A child not living full-time in our district will not be entered in Sequoia Elementary.
2. Only the parent or legal guardian of the child may put his/her child on the Waiting List.
3. A child must be 3 years old before being placed on the Waiting List.
4. Parent must call the school once a year between January and June to confirm phone numbers and address. A notation will be made at the time the call was made.
5. All classes will be filled by the last day of August. No child will be accepted into a class after this date.
6. It is the responsibility of the parent to notify the office staff of a sibling on the Kindergarten Waiting List in order for the child to be moved to the Sibling List.
7. A sibling must be signed up within 90 days after the 3rd birthday and share a minimum of one year at Sequoia Elementary with their older sibling to be eligible for the Kindergarten Sibling Waiting List.

Mt. Diablo Unified School District
SEQUOIA ELEMENTARY SCHOOL

Numerical # _____
Original: School
Copy: Parent

Call annually 925-935-5721

Student's Name _____ Grade _____ Waiting List # _____

Office Signature _____ Date _____

SUPPORT AGREEMENT:

The undersigned parents or guardians of _____ agree to support the total Academics Plus Program, an education alternative offered by the Mt. Diablo Unified School District. This agreement is in addition to the policies and procedures of the Mt. Diablo Unified School District.

We have read and understand the goals and philosophy of the program, and will be readily available for conferences and consultation with teachers, support staff and the administrator when necessary.

We agree that we will, upon mutual agreement with the Principal, transfer our child from this program if:

1. The rules and policies of Academic Plus are consistently broken and...
2. Attempts to work out the problem jointly with the child, parents and staff have failed, so that...
3. The child does not profit from the school and his/her presence becomes detrimental to the program and the welfare of the other students.

We understand that if we find the program is not what we want for our child, we will follow the proper procedures to transfer him/her from this alternative program.

Parent Signature _____ Date _____

PROGRAM DESCRIPTION:

Academics Plus is an alternative education program, kindergarten through grade five, in the Mt. Diablo Unified School District. Students residing anywhere in the district are registered on a first come, first served basis. (See waiting list procedure.)

The primary emphasis are basic skills and the establishment of good study habits. The course of study is based on that prescribed by the State of California, Contra Costa County Office of Education and the Mt. Diablo Unified School District. Student Handbooks which outline school procedures and policies, are distributed at the beginning of each school year.

The "Plus" in the Academics Plus program means a quiet, traditional learning atmosphere, coordination of curriculum from one grade to the next, and close parental support and involvement. Parents sign an annual support agreement.

DISCIPLINE CODE:

Student accountability and parental support of the discipline code are based on firm school rules. A sequential four-step procedure is followed:

1. The student explains behavior (helped by the principal) in a letter home, which is signed and returned.
2. Parents, student, teacher, and principal meet and discuss the difficulties.
3. The student is sent home for a day. (Assignments given for the day missed are expected to be completed.)
4. If misbehavior persists, systematic suspension is imposed.

DRESS CODE:

Students are expected to come to school neat, clean and dressed appropriately for many activities from sitting in class to vigorous physical education. Clothes should contribute to health and safety and not detract from the learning environment. All attire should be knee length or below. Students should wear appropriate athletic footwear for P.E. activities.

Do Not Wear:

- . shoes with cleats, spikes, heels higher than 1 1/2" or platform soles. Clogs, sandals or bare feet are not permitted. Socks must be worn with shoes.
- . t-shirts with slogans in "poor taste" such as those with prohibited substances, suggestive comments, obscene words, etc., or white t-shirts that could be considered undershirts.
- . tank tops, see-through shirts and blouses, shirts and blouses cut low in back or front, "straps only" over the shoulders, bare midriffs.
- . hats inside the building.
- . long dresses, except for special occasions. Mini skirts.

Grooming:

- . do wear your hair clean, combed and away from eyes.
- . do not comb your hair or do personal grooming in class.
- . do not wear make-up.

Due to changes in fashion, the school administration reserves the right to determine appropriate dress. Guidelines will be in the best interest of all students in the school.

WAITING LIST PROCEDURE:

1. Student must be three years of age to be placed on the list and live in the Mt. Diablo Unified School District.
2. Your waiting list position is determined by the number of names above yours remaining on the list each year after those on the top of the list have been called to enroll. The number of openings each year may change depending upon the number of student retentions, program changes, mobility, or those names on the sibling priority list.
3. Please notify the school office of any change of address, phone number or change of plans. A phone call will be made to you when your name has come to the top of the list. If contact cannot be made, your place will not be held.
4. If you are called to enroll and decline, your name will be removed from the list. Should you decide to put your name back on the list, you must come to the office to fill out another card and your name will be put on the bottom of the list.
5. The following criteria must be met in order for a child to be identified as a sibling on the sibling priority list:
 - a. Student must attend Sequoia Elementary with their older sibling for a minimum of one year.
 - b. Student must be put on the waiting list on their third birthday or within 90 days thereafter. (If the date of sign-up is after the 90 day grace period, the student must be assigned to the general waiting list.)
6. In the event that a family has two children on the waiting list, the second being an in-coming kindergartner, it is the parent's responsibility to inform the office when the older student has entered Sequoia Elementary that the second child should now be identified as a sibling. If sibling criteria has been met, that child will then be moved to the sibling waiting list for their particular Kindergarten year in the date order that he/she was put on the general waiting list.
7. All classes will be filled by the last day of August. No child will be accepted into a class after this date. All forms, immunizations, birth certificate, etc. must be verified by that date also.

SEQUOIA ELEMENTARY SIBLING POLICY

1. The Sibling Policy pertains to incoming Kindergarteners only. All current enrollment procedures will remain the same.
2. This policy became effective May 27, 1994 upon MDUSD Board approval at their May 17, 1994 meeting. The notice of approval was received at Sequoia Elementary on May 17, 1994 at 10:31 a.m.
2. This policy gives sibling priority beginning the 1996/97 Kindergarten waiting list at date of approval. All students already on the waiting list prior to date of approval are not effected.
3. There will be two separate waiting lists for each Kindergarten year. The first list is labeled Sibling Priority Waiting List and the second list is labeled General Waiting List (this list starts at the number 50 to allow for the sibling list). We will draw first from the sibling list followed by the general list to fill the Kindergarten classes.
4. The following criteria must be met in order for a child to be identified as a sibling:
 - a. Student must attend Sequoia Elementary with their older sibling for a minimum of one year.
 - b. Student must be put on the waiting list on their third birthday or within 90 days thereafter. (If the date of sign-up is after the 90 day grace period, the student must be assigned to the general waiting list.)
5. In the event that a family has two children on the waiting list, the second being an incoming Kindergartener, it is the parent's responsibility to inform the office when the older student has entered Sequoia Elementary that the second child should now be identified as a sibling. If sibling criteria has been met, that child will then be moved to the sibling waiting list for their particular Kindergarten year in the date order that he/she was put on the general waiting list.

Sequoia Elementary School **Program of Inquiry (POI)**

What is a Program of Inquiry (POI)?

In an International Baccalaureate (IB) Primary Years Programme (PYP) school, the curriculum is mapped out on a Program of Inquiry, or POI.

The POI encompasses all student activities, academic and non-academic based on standards, a child's natural curiosity, and IB expectations. POI is made up of six units (four for Kindergarten), per grade level, that center on Transdisciplinary Themes. Transdisciplinary Themes help students gain an understanding of themselves and the world around them and include the following:

- Who We Are
- Where We Are In Place and Time
- How We Express Ourselves
- How the World Works
- How We Organize Ourselves
- Sharing the Planet

We invite you to download a copy of the POI document to refer to at home.

Kindergarten PYP Units of Inquiry

Who We Are: Human relationships including families, friends, communities, and culture	How We Express Ourselves: Cultures, beliefs, and values	How We Organize Ourselves: Interconnectedness of human-made systems and communities	Sharing the Planet: Rights & responsibilities in the struggle to share finite resources with other people and living things
Responsible Kindergartners	Celebrations	Community Helpers	3Rs
<p>Central Idea: Relationships contribute to a healthy social environment.</p> <p>Lines of Inquiry: * What it means to be a friend * Similarities and differences with others * How actions may make us feel good or bad</p> <p>Key Concepts: Connection Perspective Responsibilities</p> <p>Related Concepts: Relationships Well-being</p> <p>Approaches to learning: Social Skills Communication Skills</p>	<p>Central Idea: Cultures around the world celebrate in different ways.</p> <p>Lines of Inquiry: * Ways cultures celebrate * Cultures and celebrations share commonalities * Traditions drive celebrations/rituals</p> <p>Key Concepts:: Form Connection Perspectives</p> <p>Related Concepts: Identity Celebration</p> <p>Approaches to learning: Thinking Skills Social Skills</p>	<p>Central Idea: Communities are designed to meet the needs of their members.</p> <p>Lines of Inquiry: * Jobs within a community * Human-made communities/systems are interconnected * How maps help us better understand communities</p> <p>Key Concepts: Form Connection Function</p> <p>Related Concepts: Community Needs and Wants</p> <p>Approaches to learning: Thinking Skills Research Skills</p>	<p>Central Idea: Living thing's interactions with the planet impact all living things.</p> <p>Lines of Inquiry: * The use and disposal of materials * Reduce, reuse, recycle * How people interact with the environment changes it for better/worse</p> <p>Key Concepts:: Connection Causation Change</p> <p>Related Concepts: Environment Materials</p> <p>Approaches to learning: Self Management Skills Thinking Skills</p>

First Grade PYP Units of Inquiry

Who We Are: What it means to be human	Where We Are in Place and Time: Orientation in Place and Time	How We Express Ourselves: Ways in which we discover and express our ideas	How the World Works: Impact of scientific/technological advances on society & on the environment	How We Organize Ourselves: Societal Decision Making	Sharing the Planet: Communities and the relationships within and between them
Our Five Senses	Changes in the Sky	Creative Expression	Inventions	Teamwork	Animals
<p>Central Idea: Senses enable humans to perceive and interpret the world.</p> <p>Lines of Inquiry: * Senses keep us safe * Each sense has a unique function * Senses adjust when a sense is lost</p> <p>Key Concepts: Function Perspective Causation</p> <p>Related Concepts: Role Impression Connectivity</p> <p>Approaches to learning: Thinking Skills Research Skills</p>	<p>Central Idea: The Earth, Moon and Sun impacts how we organize time.</p> <p>Lines of Inquiry: *Cycles of Moon (time) *Earth's Orbit (seasons, day/night) *Relationship between location and time/seasons</p> <p>Key Concepts: Change Causation Function</p> <p>Related Concepts: Sequences Natural Cycles</p> <p>Approaches to learning: Thinking Skills Research Skills</p>	<p>Central Idea: Art is a way to express emotions, ideas, and feelings.</p> <p>Lines of Inquiry: *How art helps us express our emotions *Artists are intentional in their artistic design *Our response to creativity</p> <p>Key Concepts: Perspective Form Function</p> <p>Related Concepts: Communication Pattern Subjectivity</p> <p>Approaches to learning: Communication Skills Self Management Skills</p>	<p>Central Idea: Inventions have changed how people live.</p> <p>Lines of Inquiry: *How inventions changed people's interactions *Inventions grow out of perceived needs *Available resources and their impact on design</p> <p>Key Concepts: Causation Form Perspective</p> <p>Related Concepts: Wants and Needs Innovations Structure</p> <p>Approaches to learning: Thinking Skills Research Skills</p>	<p>Central Idea: Members of a community work together to achieve goals.</p> <p>Lines of Inquiry: *How people work together *How communities make decisions *Individuals and their connection to the community effort</p> <p>Key Concepts: Function Connection Form</p> <p>Related Concepts: Citizenship Civic Leadership Networking</p> <p>Approaches to learning: Social Skills Communication Skills</p>	<p>Central Idea: Communities depend on each other for survival.</p> <p>Lines of Inquiry: *Young animal survival skills *How animals are dependent at different points in their lives *The relationship between humans and animals</p> <p>Key Concepts: Causation Connection Responsibility</p> <p>Related Concepts: Relationships Values Interdependence</p> <p>Approaches to learning: Social Skills Communication Skills</p>

2nd Grade PYP Units of Inquiry

Who We Are: rights & responsibilities	Where We Are In Place & Time: personal histories	How We Express Ourselves: Ways that we discover and express our ideas & creativity	How the World Works: Natural World and it's laws - the interaction between the natural world (physical and biological) and human societies	How We Organize Ourselves: Economic activities and their impact on humankind & the environment	Sharing the Planet: Communities & their relationships within & between them; access to equal opportunities
Our Class Community	Then & Now	Fairy Tales	Force of Nature	Economics	Rainforest
<p>Central Idea: Communities are impacted by the actions of its members.</p> <p>Lines of Inquiry: * Individual's choices impact the community * Impact of essential agreements * Design of learning environments</p> <p>Key Concepts: Responsibility Function Causation</p> <p>Related Concepts: Values Consequences</p> <p>Approaches to learning: Social Skills Communication Skills</p>	<p>Central Idea: Families are shaped by their traditions and histories.</p> <p>Lines of Inquiry: * How traditions provide a link from one generation to the next * Change in daily life * Similarities & differences</p> <p>Key Concepts: Connection Change Form</p> <p>Related Concepts: Relationships Adaptations Timelines</p> <p>Approaches to learning: Social Skills Self-Management Skills</p>	<p>Central Idea: Literature connects to our lives and cultures.</p> <p>Lines of Inquiry: * How perspective shapes written work * Structure of different genres * The development of character</p> <p>Key Concepts: Function Perspective Change</p> <p>Related Concepts: Communication Multiculturalism</p> <p>Approaches to learning: Thinking Skills Communication Skills</p>	<p>Central Idea: Natural forces shape the natural world.</p> <p>Lines of Inquiry: * The different forces that change the land * Forms and structures of local landforms and waterways * Composition of the land (rocks, sand, etc)</p> <p>Key Concepts: Change Causation Form</p> <p>Related Concepts: Transformation Impact Geography</p> <p>Approaches to learning: Thinking Skills Research Skills</p>	<p>Central Idea: Various factors influence economic systems.</p> <p>Lines of Inquiry: * Needs and wants * Outcomes of choices * The different ways people earn money</p> <p>Key Concepts: Function Causation Connection</p> <p>Related Concepts: Trade Capitalism Systems</p> <p>Approaches to learning: Thinking Skills Research Skills</p>	<p>Central Idea: Habitats support plants, animals and humans.</p> <p>Lines of Inquiry: * The structure of rainforest habitats * Ways people interact with habitats * People who live in the rainforest and equitable access of its resources</p> <p>Key Concepts: Responsibility Connection Form</p> <p>Related Concepts: Equity Interdependence Structures</p> <p>Approaches to learning: Thinking Skills Social Skills</p>

3rd Grade PYP Units of Inquiry

Who We Are: Personal, physical, mental, social and spiritual health	Where We Are in Place and Time: The relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Express Ourselves: Culture, beliefs and values	How the World Works: Humans use their understanding of scientific principles and the natural world and its laws	How We Organize Ourselves: The structure and function of organization	Sharing the Planet: Struggle to share finite resources with other living things: communities and the relationships within and between them
Healthy Habits	Biographies	The Art of Music	Laws of Motion	Our Actions	Animal Adaptations
<p>Central Idea: The choices we make affect our health and well-being.</p> <p>Lines of Inquiry: * What the world eats * How exercise affects the body * Food groups/balanced diets</p> <p>Key Concepts: Connection Causation Responsibility</p> <p>Related Concepts: Homeostasis Access Growth</p> <p>Approaches to learning: Self Management Skills Thinking Skills</p>	<p>Central Idea: An individual's success can impact the world.</p> <p>Lines of Inquiry: * Individual's impact on areas of expertise * Individuals who exemplify the IB LPs experienced success and impacted the world * Fame vs. Lasting contributions</p> <p>Key Concepts: Causation Perspective Function</p> <p>Approaches to learning: Self Management Social Skills</p>	<p>Central Idea: Music is a part of every culture.</p> <p>Lines of Inquiry: * Musical features * Traditional music around the world * Self-expression</p> <p>Key Concepts: Form Perspective Responsibility</p> <p>Related Concepts: Design Creativity</p> <p>Approaches to learning: Communication Skills Thinking Skills</p>	<p>Central Idea: Forces of motion shape our understanding of the world.</p> <p>Lines of Inquiry: * Predictable patterns in nature * Cause and effect dynamic * Impact of shape and size</p> <p>Key Concepts: Function Change Causation</p> <p>Related Concepts: Behavior Interdependence Pattern</p> <p>Approaches to learning: Thinking Skills Research Skills</p>	<p>Central Idea: Actions affect communities.</p> <p>Lines of Inquiry: * Native tribes had a balanced approach to living with nature * Influences on personal actions * Taking action</p> <p>Key Concepts: Causation Responsibility Perspective</p> <p>Related Concepts: Consequences Values Sustainability</p> <p>Approaches to learning: Social Skills</p>	<p>Central Idea: Interdependence of organisms contributes to survival.</p> <p>Lines of Inquiry: * Survival within ecosystems * Adaptations * Humans impact survival</p> <p>Key Concepts: Change Function Responsibility</p> <p>Related Concepts: Adaptations Systems Environmentalism</p> <p>Approaches to learning: Research Skills</p>

4th Grade PYP Units of Inquiry

Who We Are: Beliefs and values	Where We Are in Place and Time: The homes, discoveries, explorations, migrations and journeys of humankind	How We Express Ourselves: Ways in which we reflect on, extend and enjoy our creativity	How the World Works: The impact of scientific and technological advances on society and the environment	How We Organize Ourselves: Interconnectedness of human-made systems and communities	Sharing the Planet: Rights and responsibilities in the struggle to share finite resources with other people and other living things: peace and conflict
Transformation of CA	Migration	Poetry	Energy	Missions/Rancheros	Water Systems
<p>Central Idea: Innovation transforms the world</p> <p>KC: Connection Change Form</p> <p>Lines of Inquiry: * Impact of innovative people * Types of discovery/innovation * Access to innovations (infrastructure)</p> <p>Key Concepts: Connection Change Form</p> <p>Related Concepts: Systems Development Inventions</p> <p>Approaches to learning: Thinking Skills Research Skills</p>	<p>Central Idea: People move for many reasons.</p> <p>Lines of Inquiry: * Factors that change a community * Environmental impact of human's resource use * Drive for a better life</p> <p>Key Concepts: Change Perspective Responsibility</p> <p>Related Concepts: Growth Bias Rights</p> <p>Approaches to learning: Self Management Research Skills</p>	<p>Central Idea: Spoken and written language is a form of self-expression.</p> <p>Lines of Inquiry: *Forms of poetry *Impact of Author's/Character's/Narrator Points of View * Poetic devices</p> <p>Key Concepts: Form Perspective Function</p> <p>Related Concepts: Patterns Subjectivity Communication</p> <p>Approaches to learning: Communication Skills Thinking Skills</p>	<p>Central Idea: Energy transfers and transforms to solve energy needs.</p> <p>Lines of Inquiry: * Ways electricity is produced * Different forms of energy * Responsibility to conserve energy</p> <p>Key Concepts: Function Causation Responsibility</p> <p>Related Concepts: Behavior Transfer Power</p> <p>Approaches to learning: Thinking Skills Research Skills</p>	<p>Central Idea: Exploration and expansion disrupted existing communities in transformative ways.</p> <p>Lines of Inquiry: * Ways people organize their communities * Ways bias informed how people interacted *Changes result from different forms of government</p> <p>Key Concepts: Perspective Change Function</p> <p>Related Concepts: Equity Transformation Interconnectedness</p> <p>Approaches to learning: Social Skills Thinking Skills</p>	<p>Central Idea: People use and share natural resources locally and globally.</p> <p>Lines of Inquiry: * Ways people interact with water systems * Human impact on waterways *Responsible use of water system</p> <p>Key Concepts: Function Change Responsibility</p> <p>Related Concepts: Conservation Demand Access</p> <p>Approaches to learning: Social Skills Thinking Skills</p>

5th Grade PYP Units of Inquiry

Who We Are: Nature of self, rights and responsibilities, human relationships including families and friends	Where We Are in Place and Time: The relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	How We Express Ourselves: Our appreciation of the aesthetic	How the World Works: Humans use their understanding of scientific principles	How We Organize Ourselves: Interconnectedness of human-made systems and communities	Sharing the Planet: Communities and the relationships within and between them
Human Health	Conflicts	Varying Perspectives	Models as Tools	Fifty States	Kelp Forest

<p>Central Idea: Interactions and personal decisions impact well being throughout our lives.</p> <p>Lines of Inquiry: * Change as a constant human experience and implications on wellness * Rights in relationships * Effective communication</p> <p>Key Concepts: Responsibility Change Perspective</p> <p>Related Concepts: Rights Stages of Growth Truth</p> <p>Approaches to learning: Self Management Skills Social Skills</p>	<p>Central Idea: Conflicts across history are caused by different factors resulting in change.</p> <p>Lines of Inquiry: * Causes of conflicts * Changes as a result of conflicts * Conflicts in Early America</p> <p>Key Concepts: Causation Change Form</p> <p>Related Concepts: Revolution Alliances/Interests Governance</p> <p>Approaches to learning: Thinking Skills Research Skills</p>	<p>Central Idea: People communicate through art.</p> <p>Lines of Inquiry: * Artists use symbolism to convey meaning * Historical context informs how art is perceived * What viewers bring to art</p> <p>Key Concepts: Form Perspective Causation</p> <p>Related Concepts: Arrangements Opinions Interpretation</p> <p>Approaches to learning: Communication Skills Research Skills</p>	<p>Central Idea: Models demonstrate understanding.</p> <p>Lines of Inquiry: * Scientific principles and design impact function * Process impacts success * Flexibility of models</p> <p>Key Concepts: Function Causation Change</p> <p>Related Concepts: Design Impact Revision</p> <p>Approaches to learning: Thinking Skills Research Skills</p>	<p>Central Idea: Countries are organized into federal and regional zones.</p> <p>Lines of Inquiry: * Features of States * Cultural influences * Interconnectedness of state and federal governments</p> <p>Key Concepts: Function Causation Responsibility</p> <p>Related Concepts: Similarities and Differences Citizenship</p> <p>Approaches to learning: Thinking Skills Research Skills</p>	<p>Central Idea: Individual habitats are interconnected.</p> <p>Lines of Inquiry: * Forest habitats have similar attributes across the globe * Systems within habitats sustain life * Links to other habitats</p> <p>Key Concepts: Form Causation Connection</p> <p>Related Concepts: Physical Features Interdependence Eco-systems</p> <p>Approaches to learning: Thinking Skills Research Skills</p>
<p>One of these units will be replaced by the PYP Exhibition</p>					