















# JAPANESE INTERNATIONAL SCHOOL HONG KONG







## Programme of Inquiry 2018-2019















Transdisciplinary Themes	<p style="text-align: center;"><b>Who we are</b></p>  <p>An inquiry into <b>the nature of the self</b>; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including family, friends, communities and cultures</b>; rights and responsibilities; what it means to be human.</p>	<p style="text-align: center;"><b>Where we are in place and time</b></p>  <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p style="text-align: center;"><b>How we express ourselves</b></p>  <p>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.</p>	<p style="text-align: center;"><b>How the world works</b></p>  <p>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.</p>	<p style="text-align: center;"><b>How we organize ourselves</b></p>  <p>An inquiry into the <b>interconnectedness of human-made systems and communities</b>; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p style="text-align: center;"><b>Sharing the planet</b></p>  <p>An inquiry into <b>rights and responsibilities in the struggle to share finite resources with other people and with other living things</b>; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
Reception	<p><b>Central Idea:</b> People can learn about themselves, each other and develop relationships through inquiry and play.</p> <p><b>Key concepts:</b> form, function, responsibility</p> <p><b>Related concepts:</b> cooperation, relationships, identity</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How we develop relationships through play</li> <li>• Using the environment for inquiry and play</li> <li>• How we play together</li> </ul> <p><b>Transdisciplinary connections</b>  <b>PSPE:</b> Identity, Interactions  <b>Social Studies:</b> Social Organization and Culture  <b>Arts:</b> Creating,</p>		<p><b>Central Idea:</b> We use creativity to imagine, express ourselves and solve problems.</p> <p><b>Key concepts:</b> function, reflection, perspective</p> <p><b>Related concepts:</b> imagination, invention</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Responding to the creativity of others</li> <li>• Ways we use our imagination</li> <li>• Creativity and expression in the arts</li> </ul> <p><b>Transdisciplinary connections</b>  <b>Arts:</b> Creating, Responding  <b>Science:</b> skills  <b>PSPE:</b> Identity</p>		<p><b>Central Idea:</b> A community is impacted by the involvement of its members.</p> <p><b>Key concepts:</b> function, connection, causation</p> <p><b>Related concepts:</b> citizenship, community</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Student roles and contributions in the home, school and other environments</li> <li>• Group decision making</li> <li>• Understanding and meeting the needs of the community</li> </ul> <p><b>Transdisciplinary connections</b>  <b>PSPE:</b> Identity, Interactions  <b>Social Studies:</b> Social organization and culture</p>	<p><b>Central Idea:</b> Living things go through a process of change and have certain requirements in order to grow and stay healthy.</p> <p><b>Key concepts:</b> change, causation, responsibility</p> <p><b>Related concepts:</b> classification, living and non-living</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Characteristics of living things</li> <li>• Our needs and the needs of other living things</li> <li>• Our responsibility for the well-being of other living things</li> </ul> <p><b>Transdisciplinary connections</b>  <b>PSPE:</b> Interactions  <b>Science:</b> Living things</p>







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Primary 1	<p><b>Central Idea:</b> Increasing awareness of our personal characteristics and abilities, and those of others, allows our self-identity to develop.</p> <p><b>Key concepts:</b> form, perspective, responsibility</p> <p><b>Related concepts:</b> identity, similarities and differences</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Physical, social and emotional characteristics</li> <li>Similarities and differences between ourselves and others</li> <li>Personal abilities and interests</li> </ul> <p><b>Transdisciplinary connections</b>  <b>PSPE:</b> Identity, Interactions  <b>Arts:</b> Creating and Responding</p>	<p><b>Central Idea:</b> Documenting personal histories allows us to reflect on who we are and where we've come from.</p> <p><b>Key concepts:</b> change, causation, reflection</p> <p><b>Related concepts:</b> development (growth), family</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Ways of documenting personal history</li> <li>Personal change from birth to present: self and family</li> <li>Reflecting on past experience</li> </ul> <p><b>Transdisciplinary connections</b>  <b>PSPE:</b> Identity  <b>Social Studies:</b> Social organization and culture; Continuity and change through time</p>	<p><b>Central Idea:</b> Storytelling serves many purposes and allows people to express themselves in unique ways.</p> <p><b>Key concepts:</b> form, function, perspective</p> <p><b>Related concepts:</b> storytelling, expression</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How to construct an effective story</li> <li>What stories can convey</li> <li>How stories are created and shared</li> <li>Feelings and emotions that stories evoke</li> </ul> <p><b>Transdisciplinary connections</b>  <b>PSPE:</b> Identity, Interactions  <b>Social Studies:</b> Social organization and culture  <b>Arts:</b> Creating, Responding</p>	<p><b>Central Idea:</b> Materials behave and interact in certain ways, which determine how people use them.</p> <p><b>Key concepts:</b> change, form, causation</p> <p><b>Related concepts:</b> behavior, prediction, innovation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Behaviour of materials</li> <li>Changing properties of materials</li> <li>Manipulation and application of materials to new purposes</li> </ul> <p><b>Transdisciplinary connections</b>  <b>PSPE:</b> Interactions  <b>Science:</b> Materials and matter; Skills  <b>Arts:</b> Creating</p>		<p><b>Central Idea:</b> Plants sustain life on Earth and play a role in our lives.</p> <p><b>Key concepts:</b> change, connection, responsibility</p> <p><b>Related concepts:</b> interdependence, appreciation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Caring for plants</li> <li>Products we derive from plants</li> <li>How plants contribute to life on Earth</li> </ul> <p><b>Transdisciplinary connections</b>  <b>PSPE:</b> Interactions  <b>Science:</b> Living things  <b>Social Studies:</b> Resources and the environment</p>







Note: In line with 2018 PYP Enhancements, Primary 1 are now required to inquire into 4 to 6 Units per year. As a JIS community, we have chosen to concentrate on 5 units for 2018 – 2019.

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Primary 2	<p><b>Central Idea:</b> The choices people make affect their health and well-being.</p> <p><b>Key concepts:</b> causation, responsibility, reflection</p> <p><b>Related concepts:</b> choice, influence, balance</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• What it means to have a balanced lifestyle</li> <li>• How the choices we make affect our health and well-being</li> <li>• Different sources of information that help us make choices</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Active Living, <b>Science:</b> Living things</p>	<p><b>Central Idea:</b> The Earth’s physical geography influences where people live</p> <p><b>Key concepts:</b> form, causation, connection</p> <p><b>Related concepts:</b> location, geography</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Where we live</li> <li>• Variability of physical geography around the world</li> <li>• The relationship between location and where people live</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Interactions <b>Social Studies:</b> Human and natural environments</p>	<p><b>Central Idea:</b> Writers use poetry to share ideas and connect with others</p> <p><b>Key concepts:</b> form, function, perspective</p> <p><b>Related concepts:</b> expression, audience, voice</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Poetry as a form of expression</li> <li>• Forms and devices in poetry</li> <li>• Beliefs and values communicated through poetry</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Identity, Interactions <b>Arts:</b> Creating, Responding</p>	<p><b>Central Idea:</b> People apply their understanding of forces and motion to invent and create.</p> <p><b>Key concepts:</b> function, causation, form</p> <p><b>Related concepts:</b> ingenuity, technology, energy, forces</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Inventions that impact people’s lives</li> <li>• How needs lead to the creation of important inventions</li> <li>• How understanding forces and motion helps inventors</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Interactions <b>Science:</b> Forces and energy; Skills <b>Social Studies:</b> Continuity and change through time</p>	<p><b>Central Idea:</b> Systems are in place to meet the needs of people in a community.</p> <p><b>Key concepts:</b> connection, change, function</p> <p><b>Related concepts:</b> systems, interconnectedness, production</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Systems within a community</li> <li>• How systems respond to changing needs in a community</li> <li>• How people and systems are connected</li> </ul> <p><b>PSPE:</b> Interactions <b>Transdisciplinary connections</b> <b>Social Studies:</b> Human systems and economic activities; social organisation and culture</p>	<p><b>Central Idea:</b> People can make choices to support the sustainability of the Earth’s resources</p> <p><b>Key concepts:</b> perspective, responsibility, reflection</p> <p><b>Related concepts:</b> lifestyle, resources, waste</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Earth’s renewable and non-renewable resources</li> <li>• The impact of people’s choices on the environment</li> <li>• The balance between meeting human needs and the use of limited resources</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Interactions <b>Science:</b> Earth and space <b>Social Studies:</b> Resources and environment</p>

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Primary 3	<p><b>Central Idea:</b> Beliefs and values are part of people’s identity and can affect how they act. <b>Key concepts:</b> perspective, reflection, causation <b>Related concepts:</b> beliefs, identity, values <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• What we believe</li> <li>• How beliefs can influence the way we behave</li> <li>• The impact of spiritual and social traditions on society</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Identity, Interactions <b>Social Studies:</b> Social organization and culture <b>Arts:</b> Creating, Responding</p>	<p><b>Central Idea:</b> Exploration leads to discoveries, opportunities and new understandings. <b>Key concepts:</b> connection, change, perspective <b>Related concepts:</b> consequences, discovery, impact <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Types of exploration</li> <li>• Choices and decisions involved in exploration</li> <li>• The impact of exploration on the world</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Interactions <b>Social Studies:</b> Continuity and change through time</p>	<p><b>Central Idea:</b> Through the arts people use different forms of expression to convey their uniqueness as human beings. <b>Key concepts:</b> function, perspective, form <b>Related concepts:</b> perception, self-expression, interpretation <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The diverse ways in which people express themselves</li> <li>• The role of art in culture and society</li> <li>• How people respond to the arts</li> </ul> <p><b>Transdisciplinary connections</b> <b>Arts:</b> Creating, Responding <b>PSPE:</b> Identity <b>Social Studies:</b> Social organization and culture</p> <p><b>JOINED UNIT WITH P4 (on AB rotation. This unit 2019-2020)</b></p>	<p><b>Central Idea:</b> The Earth’s position in the Universe affects how it supports life <b>Key concepts:</b> form, connection, causation <b>Related concepts:</b> geology, phenomena, astronomy <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Earth’s position in the Universe</li> <li>• How scientists know about the Universe</li> <li>• How systems and phenomena in the Universe are connected</li> </ul> <p><b>Transdisciplinary connections</b> <b>Science:</b> Earth and Space; Skills <b>Social Studies:</b> Human and natural environments; Resources and the environment <b>PSPE:</b> Interactions</p>	<p><b>Central Idea:</b> The value of goods and services helps to determine the economic activities of individuals. <b>Key concepts:</b> function, responsibility, perspective <b>Related concepts:</b> value, goods and services, exchange <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The exchange of goods and services</li> <li>• What people value</li> <li>• How consumer choices impact humankind and the environment</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Interactions <b>Social Studies:</b> Human systems and economic activities</p>	<p><b>Central Idea:</b> Human interactions with nature have an impact on living things. <b>Key concepts:</b> causation, change, responsibility <b>Related concepts:</b> habitat, interdependence, adaptations <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Balance between rights and responsibilities when interacting with natural habitats</li> <li>• Impact of human choice on natural habitats</li> <li>• How living things respond to changing environmental conditions</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Interactions <b>Science:</b> Living things <b>Social Studies:</b> Human and natural environments; resources and the environment</p>

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Primary 4	<p><b>Central Idea:</b> The effective interactions between human body systems contribute to health and survival.</p> <p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Related concepts:</b> interdependence, health, homeostasis</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Body systems and how they work</li> <li>• How body systems are interdependent</li> <li>• Impact of lifestyle choices on the body</li> </ul> <p><b>Transdisciplinary connections</b>  <b>PSPE:</b> Active living  <b>Science:</b> Living things; skills</p>	<p><b>Central Idea:</b> People’s ideas and actions can cause a shift in thinking and change the course of history.</p> <p><b>Key concepts:</b> change, perspective, reflection</p> <p><b>Related concepts:</b> history, ideas</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The impact of individuals on society</li> <li>• How history affects the present</li> <li>• Ideas and actions that have personally affected us</li> </ul> <p><b>Transdisciplinary connections</b>  <b>PSPE:</b> Identity, Interactions  <b>Social Studies:</b> Continuity and change through time</p>	<p><b>Central Idea:</b> Throughout history, people have interacted with each other and communicated using arts.</p> <p><b>Key concepts:</b> change, connection, perspective</p> <p><b>Related concepts:</b> aesthetics, pattern</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How people communicate through arts</li> <li>• How art works provide insight and information</li> <li>• The role of arts in different cultures, places and times</li> <li>• Development of art forms over time</li> </ul> <p><b>Transdisciplinary connections</b>  <b>Arts:</b> Creating, Responding  <b>PSPE:</b> Identity, Interactions  <b>Social Studies:</b> Continuity and change through time</p> <p><b>JOINED UNIT WITH P4 (on AB rotation. This unit 2018-2019)</b></p>	<p><b>Central Idea:</b> Natural materials can undergo changes that may provide challenges and benefits for society and the environment.</p> <p><b>Key concepts:</b> form, change, causation</p> <p><b>Related concepts:</b> sustainability, transformation, industrialization</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Adaptation of materials</li> <li>• Scientific principles related to changing states of matter</li> <li>• How societies take advantage of and control the properties of materials</li> </ul> <p><b>Transdisciplinary connections</b>  <b>PSPE:</b> Interactions  <b>Science:</b> Materials and matter; skills  <b>Social Studies:</b> Human and natural environments; Resources and the environment  <b>Arts:</b> Creating</p>	<p><b>Central Idea:</b> People create organizations to solve problems and support human endeavour and enterprise.</p> <p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Related concepts:</b> work, collaboration, service</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Purpose of organizations</li> <li>• Why people join organizations</li> <li>• Strategies for problem solving within an organization</li> <li>• What makes an organization successful and responsible</li> </ul> <p><b>Transdisciplinary connections</b>  <b>PSPE:</b> Identity, Interactions  <b>Social Studies:</b> Human systems and economic activities</p>	<p><b>Central Idea:</b> Actions impact children’s rights and opportunities.</p> <p><b>Key concepts:</b> form, perspective, causation  <b>Related concepts:</b> equality, rights, resilience</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Circumstances that determine an individual’s access to opportunities</li> <li>• The rights of children around the world</li> <li>• How actions can support or deny access to opportunities</li> </ul> <p><b>Transdisciplinary connections</b>  <b>PSPE:</b> Identity, Interactions  <b>Social Studies:</b> Social organization and culture; Human systems and economic activity</p>

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Primary 5	<p><b>Central Idea:</b> People’s cultural background has an impact on their beliefs, values and actions.</p> <p><b>Key concepts:</b> form, connection, perspective <b>Related concepts:</b> interpretation, identity, subjectivity <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• What constitutes culture</li> <li>• How people use different experiences to inform their perspectives</li> <li>• The connection between beliefs and values, and the actions taken in response to them</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Identity, Interactions <b>Social Studies:</b> Social organization and culture <b>Arts:</b> Creating, Responding</p>	<p><b>Central Idea:</b> Human migration is a response to challenges, risks and opportunities.</p> <p><b>Key concepts:</b> change, causation, connection <b>Related concepts:</b> settlement, population, refugees <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The reasons why people migrate</li> <li>• Migration throughout history</li> <li>• The effects of migration on communities, cultures and individuals</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Identity, Interactions <b>Social Studies:</b> Continuity and change through time; Social organization and culture; Human systems</p>	<p><b>Central Idea:</b> Creating and responding to art develops understanding of ourselves and the world around us.</p> <p><b>Key concepts:</b> function, perspective, reflection <b>Related concepts:</b> creativity, perception, bias/interpretation <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How arts can be a reflection of societal values and issues</li> <li>• The contexts in which artworks were created</li> <li>• How learning about arts develops appreciation</li> <li>• Personal preference in appreciation of arts</li> </ul> <p><b>Transdisciplinary connections</b> <b>Arts:</b> Creating, Responding <b>PSPE:</b> Identity, Interactions <b>Social Studies:</b> Social organisation and culture</p>	<p><b>Central Idea:</b> The design of buildings and structures is dependent upon environmental factors, human ingenuity and available materials.</p> <p><b>Key concepts:</b> form, function, connection <b>Related concepts:</b> design, technology, sustainability. <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Considerations to take into account when building a structure</li> <li>• The impact of buildings and structures on the environment</li> </ul> <p>Local architecture and its connection with the needs of the community and availability of materials <b>Transdisciplinary connections</b> <b>PSPE:</b> Interactions <b>Science:</b> Forces and energy; Materials and matter; Skills <b>Social Studies:</b> Human and natural environments; Resources and the environment Joined unit with P6 on an AB rotation. This Unit 2019 – 2020.</p>	<p><b>Central Idea:</b> Economic systems impact individuals and organizations in societies.</p> <p><b>Key concepts:</b> function, connection, responsibility <b>Related concepts:</b> interdependence, inequity, globalization <b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Different types of economic systems</li> <li>• Globalization and market force</li> <li>• Innovation and ethics in economic systems</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Interactions <b>Social Studies:</b> Human systems and economic activities</p>	<p><b>Central Idea:</b> The choices made about how energy is used affect the sustainability of the planet.</p> <p><b>Key concepts:</b> function, causation, responsibility <b>Related concepts:</b> renewable, impact, sustainability <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Types and uses of energy</li> <li>• How reliance on energy affects the planet</li> <li>• Sustainable use of energy</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Interactions <b>Science:</b> Forces and energy, Skills <b>Social Studies:</b> Resources and the environment</p>

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Primary 6	<p><b>Central Idea:</b> Changes people experience at different stages of their lives affect their evolving sense of self. <b>Key concepts:</b> function, change, responsibility <b>Related concepts:</b> image, well-being, reproduction <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The physical changes that occur through puberty</li> <li>Factors that contribute to well-being during adolescence</li> <li>How relationships contribute to our self-concept</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Identity, Active Living, Interactions <b>Science:</b> Living things</p>	<p><b>Central Idea</b> Civilisations connect with one another <b>Key concepts:</b> form, connection, reflection <b>Related concepts:</b> continuity, progress, validity <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Characteristics of civilizations and societies</li> <li>How the past and present are connected and implications for the future</li> <li>Collecting, analysing and validating evidence</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Interactions <b>Social Studies:</b> Continuity and change through time; Social organization and culture</p>	<p><b>Central Idea:</b> Actions are influenced by messages through different media. <b>Key concepts:</b> function, perspective, reflection <b>Related concepts:</b> media, advertising, propaganda <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How images, text and music are used to influence behaviour of target audiences</li> <li>Critical evaluation of messages presented in the media</li> <li>How people respond to messages</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Identity, Interactions <b>Arts:</b> Creating, Responding <b>Social Studies:</b> Social organization and culture</p>	<p><b>Central Idea:</b> Scientists observe, experiment and work methodically to make sense of the world. <b>Key concepts:</b> change, causation, responsibility <b>Related concepts:</b> ingenuity, progress, ethics <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How to conduct a fair test</li> <li>Data collection</li> <li>Interpreting evidence and drawing conclusions</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Interactions <b>Science:</b> Materials and matter; Forces and energy; Skills</p> <p>Joined unit with P6 on an AB rotation. This unit 2018 – 2019</p>	<p><b>Central Idea:</b> Communities are created through different roles and responsibilities <b>Key concepts:</b> connection, responsibility, function. <b>Related concepts:</b> Cooperation, organisation, roles and rules. <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How people operate in groups</li> <li>Leadership</li> <li>Local and global communities</li> </ul> <p><b>Transdisciplinary connections</b> Human systems and economic activities. Social organization and culture <b>PSPE:</b> Interactions</p>	<p><b>Central Idea:</b> Actions and reactions impact peace and conflict <b>Key concepts:</b> causation, responsibility, perspective <b>Related concepts:</b> peace, reconciliation, grief <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Cause of conflict (local and global)</li> <li>Human rights and equity</li> <li>Strategies used to resolve conflict</li> <li>Consequences of resolutions</li> </ul> <p><b>Transdisciplinary connections</b> <b>PSPE:</b> Interactions, Identity <b>Social Studies:</b> Social organization and culture</p>

