

Broad Essential Understandings

Provided on this document are essential understandings that could be incorporated into concept-based units. The guiding questions and scaffolded questions are included with each essential understanding. Scaffolded questions for each essential understanding are scaled down to a basic level. Teachers may skip some basic scaffolded questions when students have mastered that understanding. The Essential Understandings are universal statements and be incorporated into multiple topic/them/subject areas. Suggestions are provided but they are not all inclusive.

The next step in writing your concept-based unit would be to develop the Culminating Performance Task. This is the project/product developed by an individual or group of students to demonstrate mastery and an understanding of one or more of the essential understandings.

The last step is to develop the activities students would do to answer the scaffolded and guiding questions in order to discover the essential understanding.

The layout of this page is as follows:

Essential Understanding (with concepts underlined and **bolded)**

Essential Question

- Scaffolded Questions

Actions may have consequences.

How may actions have consequences?

- What are actions?
- What are examples of actions?
- What are consequences?
- What might be some consequences of your actions? Example: If you accidentally broke a window with a baseball, what would be the consequences?

Everything in a community can be connected.

How can everything in a community be connected?

- What is/makes a community?
- What are the parts or members of a community?
- Are you a part of a community? Explain.
- Can you belong to more than one community at a time? How?
- What does connected mean?
- How are people connected?
 - ...animals connected?
 - ...environment to people and animals connected?

Form can follow function.

How can form follow function?

- What is form?
- What are some examples of form?
- What is function?
- What are some examples of function?
- Is form following function related to adaptations? How? Give examples.

Your actions/choices may affect/influence yourself and others (neighbors).

How can your actions/choices affect others and yourself (neighbors)?

- What are actions/choices?
- What are some examples of actions/choices you have made recently/in the past?
- How did your actions/choices affect/influence you?
- Who are your neighbors?
- How do your actions/choices affect/influence others/neighbors?

Supply and demand may have an inverse relationship until a balance/equilibrium is achieved.

How may supply and demand have an inverse relationship until a balance/equilibrium is achieved?

- What is supply?
- What is demand?
- How does supply and demand relate to each other?
- Have you ever been affected by supply and demand?
- What are relationships? Give examples.
- What relationships do you have? Explain.
- What does inverse mean?
- What is an inverse relationship?
- How can supply and demand have an inverse relationship?
- What is balance/equilibrium?

Epidemics can cause change and change may cause epidemics

How can epidemics cause change and change cause epidemics?

- What is an epidemic?
- What are examples of epidemics in our community, state, nation, world?
- How did those epidemics become epidemics?
- What is change?
- What are examples of change?
- Have you ever changed? How?
- How can change cause epidemics?
- How can epidemics cause change?

Education may prevent epidemics.

How may education prevent epidemics?

- What is education?
- What is your education?
- Do you only receive an education at school? Explain.
- What is an epidemic?
- What are examples of epidemics in our community, state, nation, and world?
- How did these epidemics become epidemics?

Disease can move through populations in patterns.

How can disease move through populations in patterns?

- What is disease?
- What are some examples of diseases?
- What disease(s) have you had?
- How are diseases spread?
- What were symptoms and treatments for the diseases?
- What are populations?
- What are examples of populations?
- How do diseases move through populations?
- What are patterns?
- What patterns have you observed in schools, outside, home, church, etc.?
- How might the way a disease is spread affect the patterns of infection among populations?

Disease can move through populations in cycles.

How can disease move through populations in cycles?

- What is disease?
- What are some examples of diseases?
- What disease(s) have you had?
- How are diseases spread?
- What were symptoms and treatments for the disease?
- What are populations?
- What are examples of populations?
- How do diseases move through populations?
- What are cycles?
- What cycles have you observed in schools, outside, home, church, etc.?

Systems may seek balance.

How may systems seek balance?

- What are systems?
- What are examples of systems?
- Are there systems in this classroom? Give examples.
 - ...in the lunchroom?
 - ...on the playground?
 - ...in your home?
 - ...at church?
 - ...the grocery store?
- Have you been a part of a system? Explain.
- What is balance?

Systems may contain parts that work together to perform a function.

How may systems contain parts that work together to perform a function?

- What are systems? Give examples.
- Are there systems in this classroom? Give examples.
 - ...in the lunchroom?
 - ...on the playground?
 - ...in your home?
 - ...at church?
 - ...at the grocery store?
- Have you been a part of a system? Explain.
- What are the parts of the following systems: classroom, lunchroom, playground, home, church, grocery store? Give examples.
- How do parts work together?
- Name some “parts” that work together?
- What would happen if those parts did not work together?
- What is function?
- What happens when the parts of a system function together?
- Have you ever been a part of a system that did or did not function together?

Systems can be composed of subsystems.

How can systems be composed of subsystems?

- What are systems? Give examples.
- Are there systems in this classroom? Give examples.
 - ...in the lunchroom?
 - ...on the playground?
 - ...in your home?
 - ...at church?
 - ...at the grocery store?
- Have you been a part of a system? Explain.

- Are there systems within these systems (see above)?
- What are subsystems? Give examples.
- How do subsystems work together?
- How would the system function without subsystems?

Systems may be influenced by other systems.

How are systems influenced by other systems?

- What are systems? Give examples.
- Are there systems in this classroom? Give examples
 - ...in the lunchroom?
 - ...on the playground?
 - ...in your home?
 - ...at church?
 - ...at the grocery store?
- Have you been a part of a system? Explain.
- What is influence?
- How do you influence others?
- How do you influence your environment?
- Have you ever been influenced? Explain.
- Have you ever been influenced by system(s)? Explain.

Systems may interact.

How may systems interact?

- What are systems? Give examples.
- Are there systems in this classroom? Give examples.
 - ...in the lunchroom?
 - ...on the playground?
 - ...in your home?
 - ...at church?
 - ...at the grocery store?
- Have you been a part of a system? Explain.
- What is interact?
- Do you interact? Explain.
- Have you ever interacted with a system?

Systems may interact and influence other systems.

How do systems interact and influence other systems?

- What are systems? Give examples.
- Are there systems in this classroom? Give examples.
 - ...in the lunchroom?
 - ...on the playground?
 - ...in your home?
 - ...at church?
 - ...at the grocery store?
- Have you been a part of a system? Explain.
- What is interact?
- How do systems interact?
- What is influence?
- Have you ever been influenced? Explain.
- Do you interact? Explain.
- Have you ever interacted with a system?
- How do systems influence other systems?

Systems may follow rules.

Why may systems follow rules?

- What are systems? Give examples.
- Are there systems in this classroom? Give examples.
 - ...in the lunchroom?
 - ...on the playground?
 - ...in your home?
 - ...at church?
 - ...at the grocery store?
- Have you been a part of a system? Explain.
- What are rules?
- What does it mean to follow rules?
- Why are rules followed?
- What rules are in your life? (home, school ,church)
- What are the hidden rules in your life?
- What would happen if there were no rules?

Systems may be interdependent (on one another). *

Why may systems of the world be interdependent (on one another)?

- What are systems? Give examples.
- Are there systems in this classroom? Give examples.
 - ...in the lunchroom?
 - ...on the playground?
 - ...in your home?
 - ...at church?

...at the grocery store?
...in the community?
...in the state?
...in the nation?
...in the world?

- Have you been a part of a system? Explain.
- Which of the systems from the previous questions are you a part of?
- What is interdependent?
- Upon whom do you depend and why?
- Upon which systems do you depend?
- Which of the above systems depend on one another? How do you know this?

*may not need the phrase in parenthesis.

Structures may be constructed of parts that interrelate.

How may the parts of a structure be interrelated?

- What are structures? Give examples.
- What are parts of structures? Of a flower, room, etc.?
- Are you part of a structure? Explain.
- Are you a structure? Explain.
- What does interrelate mean?
- How do parts of your structure interrelate?
- How do structures interrelate?
- How do parts of other structures interrelate?

Parts of **structures** may support and are supported by other parts.

In what ways do the parts of a structure support and are supported by other parts?

- What are structures? Give examples.
- What are parts? Of a flower, room, etc.?
- Are you a part of structure? Explain.
- What are parts of structures?
- What does support mean?
- Are you supported? Explain.
- Do you support others? Explain.
- Explain how the parts of your structure support you.
- How do parts support structures?

Smaller **structures** may be combined to form larger **structures**.

How can you combine smaller structures to form larger structures?

- What are structures? Give examples.
- What are small structures? Give examples.
- What are larger structures? Give examples.
- What are your large and small structures? Explain.
- What is the difference between a small and large structure? (This may help the students realize that a small structure in one area may be a large structure in another).
- How can small structures combine? Explain.
- How would larger structures function without the smaller structures?
- How would smaller structures function without the larger structures?

A **structure** may be no stronger than its weaker component part.

Why may a structure be no stronger than its weaker component part?

- What are structures? Give examples.
- What are components?
- What does it mean to be strong or weak? Give examples that are concrete and abstract.
- In what are you strong (strength) and weak? Explain.
- How does a strong part of a structure affect the structure?
- How does a weak part of a structure affect the structure?
- What happens when part of a strong structure is weak? Why?

Both **teams** and **structures** may need a strong **foundation**.

Why may both teams and structures need a strong foundation?

- What are teams? Give examples.
- In what teams do you participate and why?
- Are teams comprised only of people? Explain and give examples.
- What are structures? Give examples.
- What are foundations? Give concrete and abstract examples.
- How do foundations function?
- Why do teams need a strong foundation?
- Why do structures need a strong foundation?

Everything is **related/connected** in some way.

How is everything related in some way?

- What does related/connected mean? Give examples.
- Name some things that are related/connected.
- To whom are you related/connected?
- Are you related/connected to things other than people? Why or why not?

Relationships may be purposeful.

Why may relationships be purposeful?

- What are relationships? Give examples.
- Give examples of relationships with and without people.
- Are you in a relationship? Explain.
- What does it mean to be purposeful?
- Have you ever been purposeful? Explain.
- Are you or have you been in a purposeful relationship? Explain.
- Name some other relationships and explain how they are purposeful or not.
- Explain how a purposeful relationship can be positive or negative.

Relationships may change over time.

How may relationships change over time?

- What are relationships? Give examples.
- Give examples of relationships with and without people
- What relationships do you have?
- What is change?
- What can change over time? Give examples.
- How have you changed?
- Have you ever had relationships change? Explain.
- How did those relationships change?
- Why did those relationships change?
- How can those changes be positive, negative, or both?

Power may be used and/or abused when influencing others.

In what ways may power be used and/or abused when influencing others?

- What is power?
- What are the different kinds of power?
- What power do you have?
- How do you use your power?
- What is abuse?
- How is power abused?
- What does influence mean?
- Have you ever been influenced? Explain what happened.
- Have you ever influenced others?
- How does power influence others?
- In what ways might power influence others?
- In what ways might power be used and/or abused?

Power is present in some form.

In what ways is power present in some form?

- What is power?
- What are different forms of power?
- What power do you have?
- How do you use your power?
- What forms of power are in this classroom?
 - ...on the playground?
 - ...in your home?
- Can you think of any place or situation that power is not present? Explain.

Power may take many forms (chemical, electrical, political, mechanical, personal).

How may power take many forms?

- What is power?
- What are the different forms of power?
- What power do you have?
- How do you use your power?
- How does power affect you?
- What types of power affect you?
- Who or what has power over you?
- How do the various types of power affect you and others around you?

Patterns may have segments that are repeated.

Why may patterns have segments that repeat?

- What are patterns?
- Give examples of patterns.
- What are segments?
- Name a segment of a pattern.

Natural patterns may influence us.

How may natural patterns influence us?

- What are patterns?
- Give examples of patterns.
- What is natural?
- What are natural patterns? Name them.
- What does influence mean?
- Have you ever been influenced? Explain what happened.
- Have you ever influenced others?
- How may natural patterns influence us?
- How might other types of patterns influence us?

Patterns can allow for prediction.

How can patterns allow for prediction?

- What are patterns?
- Give examples of patterns.
- What is prediction?
- Have you ever made a prediction? How did you do it?

Patterns can have an internal **order that may be measured, studied, and/or predicted.**

How can patterns have an internal order that may be measured, studied, and/or predicted?

- What are patterns?
- Give examples of patterns.
- What is order?
- What does internal mean?
- What is internal order?
- How can patterns have an internal order?
- How can patterns be measured?
- How can patterns be studied?
- How can patterns be predicted?

Patterns may help us **survive and/or stay safe.**

How may patterns help us survive and/or stay safe?

- What are patterns?
- Give examples of patterns.
- What is survival?
- What are some techniques that help us/you to survive?
- What are some techniques that help us/you to stay safe?
- What kind of patterns would help us to survive?
- What kind of patterns would help us to stay safe?
- What patterns might you adopt in order to stay safe?
- What patterns might a community/nation adopt in order to stay safe?

Patterns may help us solve problems

How do patterns help us to solve problems?

- What are patterns?
- Give examples of patterns.
- How do we solve problems?
- How can we help ourselves to see patterns that are difficult to detect?
- What are some ways we can extend our range of vision to detect patterns otherwise invisible to us?

Order may be natural or person-made.

In what ways is order natural or person-made?

- What is order?
- Give examples of order in your life.
- Would your life be the same without order? Explain.
- Are there types of orders that may be “hidden?” Explain.
- Give examples of things that are natural.
- Give examples of things that are person-made.
- How can order be natural?
- How can order be person-made?

Order may have repeated patterns.

In what ways may order have repeated patterns?

- What is order?
- Give examples of order in your life.
- Would your life be the same without order? Explain.
- Are there types of orders that may be “hidden?” Explain.
- What are patterns?
- Give examples of patterns.
- Identify some of the patterns within this order in your life, in the school, in the world.

Order may allow for prediction.

How does order allow for prediction?

- What is order?
- Give examples of order in your life.
- Would your life be the same without order? Explain.
- Are there types of orders that may be “hidden?” Explain.
- What is prediction?
- Have you ever made a prediction? How did you do it?

Order may lead to chaos and chaos may lead to order.

How does order lead to chaos and chaos to order?

- What is order?
- Give examples of order in your life?
- What is chaos?
- Have you ever experienced chaos? Explain.
- How are order and chaos related?
- How does order lead to chaos?
- How does chaos lead to order?

Movement is always present in some form.

How is movement always present in some form?

- What is movement?
- What are forms of movements?
- What movements do you make/do?
- Are there movements in this classroom? Explain.
...in the school? Explain.
...at your home? Explain.
- Where else can movements be found? Why?
- Is all movement visible? Explain.

Movement may be natural, manipulated, intentional, or unintentional.

In what ways is movement natural, manipulated, intentional, or unintentional?

- What is movement?
- What movements do you make/do?
- Are there movements in this classroom? Explain.
...in the school? Explain.
...at your home? Explain.
- Where else can movements be found? Why?
- Is all movement visible? Explain.
- What is natural?
- What movements are natural?
- What is manipulated?
- What movements are manipulated?
- What is intentional?
- What movements are intentional?
- What kind(s) of intentional movements can you make and why?
- What is unintentional?
- What movements are unintentional?
- What kind(s) of unintentional movements can you make and why?
- What are some manipulated movements you might make and why?
- What movements manipulate you and why?

Movement influences or changes our surroundings.

How does movement influence or change our surroundings?

- What is movement?
- What movements do you make/do?
- Are there movements in this classroom? Explain.
...in the school? Explain.
...at your home? Explain.
- Where else can movements be found? Why?
- Is all movement visible? Explain.
- What is influence?
- Have you ever been influenced? Explain.
- Have you ever influenced others? Explain.
- What influences movement?
- What movement influences us or others?
- What is change?
- What are examples of change?
- Have you ever changed? How?
- What are our surroundings?
- Are surroundings constant or changing? Explain.
- What changes movement?
- What movement causes change?
- What movement changes our surroundings?
- What changes movement in our surroundings?
- What movement influences our surroundings?
- What influences movement in our surroundings?

Movement can allow for prediction.

How can movement allow for prediction?

- What is movement?
- What movements do you make/do?
- Are there movements in this classroom? Explain.
...in the school? Explain.
...at your home? Explain.
- Where else can movements be found? Why?
- Is all movement visible? Explain.
- What is prediction?
- Have you ever made a prediction? How did you do it?

Force attracts, holds, or repels.

In what ways does force attract, hold or repel?

- What is force?
- What are types of forces?
- Are there forces in your life?
- Are there forces in the classroom?
 - ...at school?
 - ...at home?
- Are you a force? Explain.
- Can you apply force? How?
- What does attract mean?
- What does hold mean?
- What does repel mean?
- Have you ever been attracted to something? Explain.
- Have you ever been held by something? Explain.
- Have you ever been repelled by something? Explain.
- How do forces attract?
- What do forces attract?
- How do forces hold?
- What do forces hold?
- How do forces repel?
- What do forces repel?

Force may influence or change.

How does force influence or cause change?

- What is force?
- What are types of forces?
- Are there forces in your life?
- Are there forces in the classroom?
 - ...at school?
 - ...at home?
- What is influence?
- Have you ever been influenced? Explain.
- Have you ever influenced others? Explain.
- What influences forces?
- What forces influence us or others?
- What is change?
- What are examples of change?
- Have you ever changed? How?
- What changes forces?
- What forces causes change?

Force and inertia may be interrelated.

How may force and inertia be interrelated?

- What is force?
- What are types of forces?
- Are there forces in your life?
- Are there forces in the classroom?
 - ...at school?
 - ...at home?
- What is inertia?
- Give examples of inertia?
- Where have you found or experienced inertia?
- What is interrelated?

Force may be countered with equal or greater force.

In what ways may force be countered with equal or greater force?

- What is force?
- What are types of forces?
- Are there forces in your life?
- Are there forces in the classroom?
 - ...at school?
 - ...at home?
- Are there forces greater than other forces? Name them.
- How can forces act upon or against one another?
- What does it mean to be countered?

Exploration may require recognizing purpose and responding to it.

How may exploration require recognizing purpose and responding to it?

- What is exploration?
- Have you ever explored something? Describe your exploration.
- What are some explorations from history?
- How would your life, community, world be different without those explorations?
- What do you think will be future explorations?
- What is purpose?
- How do you recognize purpose?
- How do you respond to something?
- How do you respond to purpose?
- Why may exploration require recognizing purpose?

Exploration confronts the "unknown."

How does exploration confront the unknown?

- What is exploration?
- Have you ever explored something? Describe your exploration.
- Name some explorations from history?
- How would your life, community, world be different without those explorations?
- What do you think will be future explorations?
- What is the "unknown?"
- Have you experienced the unknown before? Describe your experience.
- What does confront mean?
- What does it mean to confront the "unknown?"

Exploration may result in new findings or the confirmation of old findings.

In what ways may exploration result in new findings or the confirmation of old findings?

- What is exploration?
- Have you ever explored something? Describe your exploration.
- Name some explorations from history, science, math, literature, etc.?
- How would your life, community, world be different without those explorations?
- What do you think will be future explorations?
- What does confirm mean?
- How can exploration confirm old findings?

Conflict may be natural or human-made.

In what ways is conflict natural or human-made?

- What is conflict?
- Have you been in a conflict? What happened?
- Is conflict good or bad? Explain.
- Can you prevent all conflict? Why or why not?
- What is natural?
- How can conflict be natural?
- What is human-made?
- How can conflict be human-made?

Conflict may be intentional or unintentional.

In what ways is conflict intentional or unintentional?

- What is conflict?
- Have you been in a conflict? What happened?
- Is conflict good or bad? Explain.
- Can you prevent all conflict? Why or why not?
- What is intentional?
- How can conflict be intentional?
- What is unintentional?
- How can conflict be unintentional?

Conflict may allow for synthesis and change.

How can conflict allow for synthesis and change?

- What is conflict?
- Have you been in a conflict? What happened?
- Is conflict good or bad? Explain.
- Can you prevent all conflict? Why or why not?
- What is synthesis?
- What are examples of synthesis?
- How can conflict allow for synthesis?
- Have you ever changed? How?
- What is change?
- What are examples of change?
- Have you ever changed? How?
- How can conflict allow for change?

Any change can alter the balance.

Why can any change alter the balance?

- What is change?
- What are some changes that you have observed?
- How can change alter things?
- What is balance?
- What are examples of things in balance?
- What are examples of things out of balance?

Perceptions can cause conflict or change.

Why/How can perceptions cause conflict or change?

- What is perception?
- Does everyone in this classroom have the same perception about ____?
Why or why not?
- Do people in the same group have different perceptions?
- What might make perceptions of the same thing/event different?

- What influences perception?
- What is conflict?
- What is change?
- Why/How can perceptions cause conflict?
- Why/How can perceptions cause change?

Choices we make today may influence the future.

How might choices we make today influence the future?

- What are choices?
- What are choices we make in our lives at home, school, etc.?
- What is influence?
- Have you ever been influenced? Explain.
- Have you ever influenced others? Explain.
- What is the future?
- What does it mean to affect or influence the future?
- How we affect the future by what we do now?
- Can what we do today influence the future? How?

Choices we make today may influence/impact decisions in the future.

How might choices we make today influence/impact decisions in the future?

- What are choices?
- What are some examples of choices?
- What are choices we make in our lives at home, school, etc.?
- What is influence/impact?
- What are decisions?
- What are some decisions you have made at home, school, etc.?
- Have your decisions influenced/impacted someone else?
- What is the future?
- What does it mean to influence or impact the future?
- How can choices influence/impact others?
- How can choices influence/impact decisions?

Choices in the past may affect the future.

How may choices in the past affect the future?

- What are choices?
- What are examples of choices?
- What are choices we make in our lives at home, school, etc.?
- What is the future?
- What choices have been made in the past? Do you still see evidence of that choice? How has that choice influenced you?
- What are choices?

- What are some examples of choices?
- What are choices we make in our lives at home, school, etc.?

Any change can alter the balance.

Why can any change alter the balance?

- What is change?
- What are some changes that you have observed?
- Have you ever changed? How have you changed and how do you know?
- What is balance?
- How can change alter things?

Change can generate additional changes.

How can change generate additional changes? **OR**

In what ways does change generate additional changes?

- What is change?
- What are examples of change?
- What are some changes that you have observed?
- Have you ever changed? How have you changed and how do you know?

Change can be positive / negative.

In what ways is change positive or negative?

- What is change?
- What are some changes that you have observed?
- Have you ever changed? How have you changed and how do you know?
- What is positive?
- What are some positive changes that have happened to you? Explain
- What is negative?
- What are some negative changes that have happened to you? Explain

Change may be inevitable.

How may change inevitable?

- What is change?
- What are some changes that you have observed?
- How are you changing? How have you changed and how do you know?
- What is inevitable?
- Can you stop all changes? Explain.

Change may be necessary for **growth.**

Why may change necessary for growth?

- What is change?
- What are some changes that you have observed?
- How are you changing? How have you changed and how do you know?
- What is growth?
- Give examples of things that show growth?
- How is change needed for growth?

Change can be **evolutionary or **revolutionary**.**

In what ways can change evolutionary or revolutionary?

- What is change?
- What are some changes that you have observed?
- Have you ever changed? How have you changed and how do you know?
- What is evolutionary?
- What is revolutionary?
- Name some changes that are evolutionary. Why are those changes evolutionary?
- Name some changes that are revolutionary. Why are those changes revolutionary?

Adaptation(s) can be necessary for **survival.**

How is/are adaptation(s) necessary for survival?

- What is adaptation?
- Name some adaptations.
- Have you ever adapted to something? Explain.
- What is survival?
- How do you survive in school?
- Under what circumstances might you have to fight for survival?
- What adaptations might you need to make?

Adaptations may be interrelated to the environment in which a being lives.

How may adaptations be interrelated to the environment in which a being lives?

- What is adaptation?
- Name some adaptations.
- Have you ever adapted to something? Explain.
- What is environment?
- What environments are you in daily?
- Is every being, or living thing, in the same environment? Explain.
- How are adaptations related to the environment? Give examples.
- How might you adapt yourself to live successfully in this environment?
- What is interrelated?
- What are some things in the environment that are interrelated?

Adaptations may influence others and/or change their surroundings.

How do adaptations influence others and/or change their surroundings?

- What is adaptation?
- Name some adaptations.
- Have you ever adapted to something? Explain.
- What is influence?
- Have you ever been influenced? Explain.
- Have you ever influenced others? Explain.
- How may adaptations influence others?
- What is change?
- What are examples of change?
- What are some changes that you have observed?
- Have you ever changed? How have you changed and how do you know?
- What are our surroundings?
- Are surroundings constant or changing? Explain.
- Have you ever done something to change the surroundings of others?
Explain.
- How may adaptations change the surroundings of others?

Adaptations can be found anywhere.

Why can you find adaptations anywhere?

- What is adaptation?
- Name some adaptations.
- Have you ever adapted to something? Explain.
- Where can you find adaptations? Explain.

The **culture** of **civilizations** may have a distinct **identity**, which results in **uniqueness**.

How may the culture of a civilization have a distinct identity, which results in uniqueness?

- What is culture?
- Does everyone have a culture? Explain.
- What is your culture?
- What is a civilization?
- What is the culture of a civilization?
- What is identity?
- What makes up your identity?
- Does everyone have the same identity? Why or why not?
- How does a culture have a distinct identity?
- What is uniqueness?
- Give examples of uniqueness.
- What does it mean to be unique?
- Is it good or bad to be unique and why?

Civilizations may **change** due to **conflict**.

How may civilizations **change** as a result of **conflict**?

- What are civilizations? Give examples.
- What are some current civilizations?
- How do you know that they are civilizations?
- What is change?
- What are examples of change?
- What are some changes that you have observed?
- Have you ever changed? How?
- What is conflict?
- Have you been in a conflict? What happened?
- Is conflict good or bad? Explain.
- Can you prevent all conflict? Why or why not?
- Why can conflict cause change?
- How can conflict cause change?

Civilizations' **identities** and **cultures** may be based on their **beliefs** and **values**.

How may civilizations' identities and cultures be based on their beliefs and values?

- What are civilizations? Give examples.
- What are some current civilizations?
- How do you know that they are civilizations?
- What is identity?
- What is your identity?
- Does everyone have the same identity? Why or why not?

- What is culture?
- Does everyone have a culture? Explain.
- What is your culture?
- What is a civilization?
- What is the culture of a civilization?
- How does a culture have a distinct identity?
- What are a civilizations' identities' and cultures?
- Does every civilization have the same identity and culture? Explain.
- What are beliefs?
- What are your beliefs?
- Does everyone have the same beliefs? Why or why not?
- What influences your beliefs? Why?
- What are values?
- What are your values?
- Does everyone have the same values? Why or why not?
- What influences your values? Why?
- How do the beliefs and values influence the identity and culture of a group of people?

Communities can consist of diverse populations.

How can communities consist of diverse populations?

- What is a community?
- What are the parts or members of a community?
- Are you a part of a community? Explain.
- Can you belong to more than one community at a time? How?
- What is diversity?
- What can be diverse?
- Is our classroom diverse? Explain.
- Is diversity positive, negative, both, or neither?
- What is population?
- Are you a part of a population? Explain.
- How can populations be diverse? Are animal populations diverse? plant populations , etc?

Populations within a community may interact and adapt.

Why may populations within a community interact and adapt?

- What is population?
- Are you a part of a population? Explain.
- How can populations be diverse? Are animal populations diverse? ..plant populations, etc?
- What is a community?
- What are the parts or members of a community?

- Are you a part of a community? Explain.
- Can you belong to more than one community at a time? How?
- What is interact?
- Have you interacted before? Explain.
- How do populations interact?
- What is adaptation?
- Name some adaptations.
- Have you ever adapted to something? Explain.
- Where can you find adaptations? Explain.
- How do populations adapt?
- Why may populations within a community interact?
- Why may populations within a community adapt?

People may be **responsible** for protecting and sustaining our **environment**.

Why may people be responsible for protecting and sustaining our environment?

- What is responsibility?
- Do you have responsibilities? Name them.
- Are responsibilities good or bad? Explain.
- What is environment?
- What environments are you in daily?
- Is every being, or living thing, in the same environment? Explain.
- How may people be responsible for protecting the environment?
- Why do we need to sustain the environment?

People within a **community** may **depend upon** each other.

Why may people within a community depend upon each other?

- What is a community?
- What are the parts or members of a community?
- Are you a part of a community? Explain.
- Can you belong to more than one community at a time? How?
- What does it mean to depend upon someone or something?
- Have you ever depended on someone or something before? Describe your experience.
- How did it feel to depend on someone or something else?
- Do people in your family depend on each other? How?
- Do people in your classroom depend on each other? How?
- Do people in your community depend on each other? How?