

## Program of Inquiry

TRANSDISCIPLINARY THEMES	<u>Who we Are</u>	<u>Where we are in place and time</u>	<u>How we express ourselves</u>	<u>How the world works</u>	<u>How we organize ourselves</u>	<u>Sharing the planet</u>
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
	It Does a Body Good	Then and Now	Feel the Beat	Our Changing Earth	How Do We Organize Ourselves?	Peace
Grade 1	<b>Central Idea:</b>	<b>Central Idea:</b>	<b>Central Idea:</b>	<b>Central Idea:</b>	<b>Central Idea:</b>	<b>Central Idea:</b>
	Making balanced choices about daily routines enables us to have healthy life styles.	Artifacts and personal stories connect us to the past, present, and future.	People choose different forms of expression to communicate and evoke responses.	The changes of the Earth impact the way people live their lives.	Systems need to be in place to maintain organization in communities.	Peaceful relationships are created through mutual understanding and respect.
	Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:
	<ul style="list-style-type: none"> <li>Personal wellbeing</li> <li>Healthy choices</li> <li>Role of nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Our personal and family history</li> <li>Evidence that informs us of our histories</li> <li>Similarities between past and present</li> </ul>	<ul style="list-style-type: none"> <li>Forms of communication</li> <li>Interpretation of communication</li> <li>Reasons for choosing a form of communication</li> </ul>	<ul style="list-style-type: none"> <li>Earth's composition</li> <li>Processes of change on Earth</li> <li>Human response to Earth's natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>How our class/school is organized</li> <li>How rules/routines help us get along, stay safe and learn</li> <li>The impact of our actions on others</li> </ul>	<ul style="list-style-type: none"> <li>Causes for conflict</li> <li>Human rights and equity</li> <li>Strategies to resolve conflict</li> </ul>

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Grade 2	<b>I Know Myself</b>	<b>Learning from the past</b>	<b>Natural born storytellers</b>	<b>Animal Adaptation</b>	<b>This Land is Our Land</b>	<b>Reduce, Reuse, Recycle</b>
	<b>Central Idea:</b> Awareness of our personal abilities and interests informs our learning, and how we relate to each other.	<b>Central idea:</b> Evidence from past civilizations connects to present day societies.	<b>Central idea:</b> Through storytelling people entertain, engage the audience and preserve culture.	<b>Central Idea:</b> Animals adapt to their habitat and the changes that occur in the environment over time.	<b>Central idea:</b> Human settlements are dependent on access to natural resources.	<b>Central idea:</b> The waste we produce and what we do with it impacts our environment.
	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Myself as a learner</li> <li>• Building and maintaining relationships</li> <li>• Being a part of a learning community</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Characteristics of civilizations and societies</li> <li>• Connections between inventions and theories from the past and present</li> <li>• Architectural achievements in different civilizations</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Storytelling, story genres and story elements</li> <li>• How stories relate to culture and history</li> <li>• Development of stories</li> <li>• Points of view of characters</li> </ul> <p>-</p>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• The relationship between animals and their habitat and people's effect on this relationship</li> <li>• Changes in the environment that have occurred naturally and from human action</li> <li>• Our responsibility and how we can make a difference</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Reasons for settlements</li> <li>• Access to natural resources</li> <li>• Struggles to share natural resources</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• What waste is</li> <li>• What happens to our waste</li> <li>• Steps to reduce, reuse and recycle our waste</li> </ul>
Grade 3	<b>Human Body</b>	<b>Explorations</b>	<b>Expressions around the nation!</b>	<b>Ecosystems</b>	<b>Entrepreneurship</b>	<b>Conflict Resolution!</b>
	<b>Central Idea:</b> The interaction between and among body systems contributes to health and survival.	<b>Central idea:</b> Explorations lead to discoveries, opportunities and new understandings.	<b>Central idea:</b> Culture is represented by human expression that reflects diversity within communities.	<b>Central idea:</b> Biodiversity relies on maintaining the interdependent balance of organisms within systems.	<b>Central idea:</b> People use a system to produce, distribute and exchange goods and services.	<b>Central idea:</b> People's actions and beliefs can lead to conflict and changes in communities and societies.

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	Lines of Inquiry: <ul style="list-style-type: none"> <li>• Structure and function of body systems</li> <li>• Interaction of body systems</li> <li>• Impact of personal choices on body systems</li> </ul>	Lines of Inquiry: <ul style="list-style-type: none"> <li>• Reasons for explorations</li> <li>• Consequences of explorations</li> <li>• New discoveries and understanding from explorations</li> </ul>	Lines of Inquiry <ul style="list-style-type: none"> <li>• Aspects of culture</li> <li>• Cultural values around the nation</li> <li>• How rituals and traditions contribute to cultural identity</li> <li>• Connections between celebrations across cultures</li> </ul>	Lines of Inquiry: <ul style="list-style-type: none"> <li>• Interdependence of environment, biomes and ecosystems</li> <li>• How human interaction affects the balance of systems</li> <li>• Consequences of imbalance</li> </ul>	Lines of Inquiry: <ul style="list-style-type: none"> <li>• What a business is</li> <li>• How a business works</li> <li>• Qualities and attributes of successful entrepreneurs</li> </ul>	Lines of Inquiry: <ul style="list-style-type: none"> <li>• Causes of conflict in American history</li> <li>• Consequences of major U.S events in history</li> <li>• Examination of different points of view around the conflict</li> </ul>
	<b>Belief systems</b>	<b>On the Move</b>	<b>Equal, but not the same</b>	<b>Exhibition</b>	<b>We the People</b>	<b>Sustain it!</b>
	<b>Central Idea:</b>  Belief and value systems offer explanations about the world around us.	<b>Central Idea:</b>  People migrate as a response to challenges and opportunities.	<b>Central Idea:</b>  Understanding and appreciating differences among people in our society builds understanding, respect, and communication.	<b>Central Idea:</b>  <i>Central ideas co-constructed with the students based on their chosen concept.</i>	<b>Central idea:</b>  Communities have rules and laws, while people have rights and responsibilities.	<b>Central idea:</b>  People can make choices to support the sustainability of Earth's resources.
<b>Grade 4</b>	Lines of Inquiry: <ul style="list-style-type: none"> <li>• Similarities and differences among belief systems</li> <li>• How beliefs influence the way we behave</li> <li>• How people deal with differences in beliefs</li> </ul>	Lines of Inquiry: <ul style="list-style-type: none"> <li>• Reasons for migrations</li> <li>• Effects of migration on cultures, communities and individuals</li> <li>• Migration throughout history</li> </ul>	Lines of Inquiry: <ul style="list-style-type: none"> <li>• Stereotypes in messages</li> <li>• Ways identity affects how we think and communicate</li> <li>• Understanding each other's perspectives</li> </ul>	Lines of Inquiry:  <i>All student groups develop 3-4 of their own lines of inquiry under the central idea that matches the theme and explores the chosen key/related concepts.</i>	Lines of Inquiry: <ul style="list-style-type: none"> <li>• Rights and responsibilities in various form of government</li> <li>• The relationship between governments and its citizens</li> <li>• How different governments are structured</li> </ul>	Lines of Inquiry: <ul style="list-style-type: none"> <li>• Steps towards creating a sustainable schoolyard habitat</li> <li>• Ways agriculture can support communities</li> <li>• A community's responsibility to the local environment</li> </ul>