

Northern Heights Elementary
Program of Inquiry

Sept 2015

	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
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Kindergarten	<p>Central Idea: Exploring leads to an awareness of our world.</p> <p>Lines of Inquiry: -Using the senses to gain meaning -Interpreting our environment -Asking questions about our environment -Answering questions about our environment</p>	<p>Central Idea: People are unique and members of different groups.</p> <p>Lines of Inquiry: - Uniqueness of people -Similarities of people -Differences in people -Groups of people</p>	<p>Central Idea: People communicate their creativity through the arts.</p> <p>Lines of Inquiry: -The arts -Creating original works of art -Performing</p>	<p>Central Idea: People interact with the natural world by using scientific principles.</p> <p>Lines of Inquiry: -Planning and carrying out an investigation -Asking scientific questions -Interacting with Natural elements</p>	<p>Central Idea: People can learn and play together.</p> <p>Lines of Inquiry: -Essential agreements at school - Positive interactions -Cooperation in learning and play</p>	<p>Central Idea: People develop an awareness of the natural world by comparing, observing and communicating.</p> <p>Lines of Inquiry: -Comparing similarities and differences of animals -Structures and behaviors of animals -Basic needs of animals -Living and non-living things</p>
1st Grade	<p>Central Idea: Family members have roles and responsibilities that change.</p> <p>Lines of Inquiry: -Roles and responsibilities. -Different kinds of families -Wants and needs</p>	<p>Central Idea: Families are shaped by their traditions and experiences.</p> <p>Lines of Inquiry: -Family celebrations -Similarities and differences of family life -Family traditions -Important events change families</p>	<p>Central Idea: Communication helps us understand emotions and solve problems.</p> <p>Lines of Inquiry: - Solving problems -Types of communication -Emotions and feelings</p>	<p>Central Idea: Our world is composed of objects with observable properties</p> <p>Lines of Inquiry: -Materials and their physical properties -Changing the properties of materials</p>	<p>Central Idea: Systems help us work and stay organized.</p> <p>Lines of Inquiry -Types of systems -Ways to be organized -Systems at school</p>	<p>Central Idea: Plants, habitats and animals are interconnected.</p> <p>Lines of Inquiry -Characteristics of living things -Different habitats -Ways habitats, plants and animals impact and support each other</p>

	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
2nd Grade	<p>Central Idea: Body systems are affected by the choices we make.</p> <p>Lines of Inquiry: - Body systems -Physical activity -Effects of food</p>	<p>Central Idea: People use maps to locate and describe places.</p> <p>Lines of Inquiry: -Maps and globes -Constructing maps -Physical characteristics of an environment</p>	<p>Central Idea: Feelings and ideas are expressed through poetry.</p> <p>Lines of Inquiry: -Different genres of poetry -Writing poetry -Purposes of poetry</p>	<p>Central Idea: An objects balance and motion can be described and changed.</p> <p>Lines of Inquiry: -Objects balance -The way things move</p>	<p>Central Idea: Everyone has roles and responsibilities in a community.</p> <p>Lines of Inquiry: -Community -Roles and responsibilities -Ways people contribute to a community.</p>	<p>Central Idea: People’s food supply is affected by human activity and climate.</p> <p>Lines of Inquiry: -Climate regions -Access to food -People’s responsibility</p>
3rd Grade	<p>Central Idea: Literature is used to show commonalities in the human experience.</p> <p>Lines of Inquiry: -Similarities in the emotions across cultures -Common themes in literature</p>	<p>Central Idea: Environment impacts the way humans live.</p> <p>Lines of Inquiry: -Physical characteristics of an environment -The relationship between indigenous people and their environment</p>	<p>Central Idea: Visual images convey meaning for a variety of purposes.</p> <p>Lines of Inquiry: -Types of visual images. -Interpretation of visual images -Conveying meaning through the use of visual images</p>	<p>Central Idea: Water has observable properties which are influenced by its environment.</p> <p>Lines of Inquiry: - Connection between water and its environment -Properties of water</p>	<p>Central Idea: People provide goods and services to meet communities’ needs and wants.</p> <p>Lines of Inquiry: -Types of goods and services -The variety of needs and wants</p>	<p>Central Idea: There are a variety of factors that influence education.</p> <p>Lines of Inquiry: -Accessing resources -The right to an education</p>

	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
4th Grade	<p>Central Idea: People’s choices and decisions impact others</p> <p>Lines of Inquiry: -Biographies</p> <p>-Personal choices and decisions</p> <p>-The impact of human actions</p>	<p>Central Idea: Resources influence behavior.</p> <p>Lines of Inquiry: -Physical geography and resources</p> <p>-The movement of living things.</p> <p>-Resources within a community</p>	<p>Central Idea: People share stories for a variety of reasons.</p> <p>Lines of Inquiry: -Reasons why stories are told</p> <p>-The interpretation of stories</p> <p>-The telling of cultural and historical events.</p>	<p>Central Idea: Our universe is a complex and changing system.</p> <p>Lines of Inquiry: -Models of earth, moon and sun</p> <p>-Gravity and objects</p> <p>-The relationship between the Earth, Moon, Sun and planets</p>	<p>Central Idea: Governments make decisions that impact people.</p> <p>Lines of Inquiry: -Human rights and social justice.</p> <p>-Systems of government</p> <p>-The responsibilities of governments</p>	<p>Central Idea: The ocean plays a central role in sustaining life.</p> <p>Lines of Inquiry: -Ocean characteristics</p> <p>-Life in the ocean</p> <p>-The interconnectedness of humans and the ocean</p>
5th Grade	<p>Central Idea: Conflict leads to change</p> <p>Lines of Inquiry: -Needs and wants (religious freedom, political, economic) lead to decisions</p> <p>-How decisions lead to action</p> <p>-How actions lead to consequences</p>	<p>Central Idea: Migration is a result of being pulled by opportunity or pushed by circumstances.</p> <p>Lines of Inquiry: -Reasons for migration</p> <p>-Impact of migration</p>	<p>Central Idea: Art is expression through media.</p> <p>Lines of Inquiry: -Significant artists and their contribution(s)</p> <p>-Personal artistic expression</p>	<p>Central Idea: Energy demands impact our planet.</p> <p>Lines of Inquiry: -Forms of energy</p> <p>-The storage and transfer of energy</p> <p>-Conservation of energy</p> <p>-Renewable and sustainable energy</p>	<p>Central Idea: Individuals and groups work together to solve problems.</p> <p>Lines of Inquiry: - Communities communicate and connect to solve problems</p> <p>-Organizations that work to make a difference locally and globally</p> <p>Exhibition</p>	<p>Central Idea: Many factors affect the health of an environment.</p> <p>Lines of Inquiry: -Abiotic and biotic environmental factors affect each other</p> <p>-Ecosystems changing over time</p>