

Northern Heights Program of Inquiry (POI) 2019-2020

Transdisciplinary Theme	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
	<p>An inquiry into the nature of 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.</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 and the interconnectedness of individuals and civilizations, from local and global perspectives.</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>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>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.</p>	<p>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.</p>
Pre-K	<p>Central Idea: <i>Friendships help us play and learn.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>What friends do together</i> • <i>How friends talk to each other (communicate)</i> • <i>Sharing and taking turns</i> <p>Key Concepts: <i>Form, Function, Responsibility</i></p> <p>Learner Profile: <i>Caring, Open-Minded, Communicator</i></p>	<p>Pre-K has four units of inquiry per year. This is not one of them.</p>	<p>Central Idea: <i>People express feelings in different ways for different reasons.</i></p> <p>An Inquiry into: <i>-Under development-</i></p> <p>Key Concepts: <i>Causation, Perspective</i></p> <p>Learner Profile: <i>Balanced, Principled, Risk-Taker</i></p>	<p>Central Idea: <i>We learn about the world through questions and exploration (play).</i></p> <p>An Inquiry into: <i>-Under development-</i></p> <p>Key Concepts: <i>Change</i></p> <p>Learner Profile: <i>Inquirer, Reflective, Thinker</i></p>	<p>Central Idea: <i>People use different transportation systems to meet their needs.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Forms of transportation</i> • <i>Where different forms of transportation are used</i> • <i>How transportation helps us</i> <p>Key Concepts: <i>Form, Function, Connection</i></p> <p>Learner Profile: <i>Knowledgeable, Inquirer, Communicator</i></p>	<p>Pre-K has four units of inquiry per year. This is not one of them.</p>

Transdisciplinary Theme	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
	<p>An inquiry into the nature of 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.</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 and the interconnectedness of individuals and civilizations, from local and global perspectives.</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>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>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.</p>	<p>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.</p>
Kindergarten	<p>Central Idea: Exploring leads to an awareness of our world. An Inquiry into:</p> <ul style="list-style-type: none"> Using the senses to gain meaning Asking and answering questions about our local environment Observing weather through the senses <p>Key Concepts: <i>Form, Connection, Perspective</i></p> <p>Learner Profile: <i>Open-minded, Inquirer, Reflective</i></p>	<p>Central Idea: People are unique and members of different groups. An Inquiry into:</p> <ul style="list-style-type: none"> Uniqueness of people Similarities of people Differences in people Groups of people <p>Key Concepts: <i>Connection, Perspective,</i></p> <p>Learner Profile: <i>Open-minded, communicator, balanced</i></p>	<p>Central Idea: People communicate their creativity through the arts. An Inquiry into:</p> <ul style="list-style-type: none"> The arts Creating original works of art Performing <p>Key Concepts: <i>Form, Causation, Perspective</i></p> <p>Learner Profile: <i>Balanced, Principled, Open-Minded</i></p>	<p>Central Idea: People interact with the physical world by using scientific principles. An Inquiry into:</p> <ul style="list-style-type: none"> Force and motion Asking scientific questions Planning and carrying out an investigation <p>Key Concepts: <i>Causation, Change, Function</i></p> <p>Learner Profile: <i>Inquirer, Risk-Taker, Knowledgeable</i></p>	<p>Central Idea: Communities are influenced by relationships. An Inquiry into:</p> <ul style="list-style-type: none"> Essential agreements at school Positive interactions Cooperation in learning and play <p>Key Concepts: <i>Responsibility, Causation</i></p> <p>Learner Profile: <i>Reflective, Caring, Communicator</i></p>	<p>Central Idea: People develop an awareness of the natural world by observing, comparing and communicating. An Inquiry into:</p> <ul style="list-style-type: none"> Living and non-living things Structures, behaviors and basic needs Environments and habitats Impact of plants, animals and humans on an environment <p>Key Concepts: <i>Change, Responsibility, Form</i> Learner Profile: <i>Inquirer, Knowledgeable, Reflective</i></p>

Northern Heights Program of Inquiry (POI) 2019-2020

Transdisciplinary Theme	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
	<p>An inquiry into the nature of 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.</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 and the interconnectedness of individuals and civilizations, from local and global perspectives.</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>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>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.</p>	<p>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.</p>
1st Grade	<p>Central Idea: <i>Family members have roles and responsibilities that change.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • Roles and responsibilities • Different kinds of families • Wants and needs <p>Key Concepts: <i>Function, Connection, Change</i></p> <p>Learner Profile: <i>Caring, Inquirer, Open-minded</i></p>	<p>Central Idea: <i>Families are shaped by their traditions and experiences.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • Family celebrations • Similarities and differences of family life • Family traditions • Important events change families <p>Key Concepts: <i>Connection, Causation, Change</i></p> <p>Learner Profile: <i>Knowledgeable, Open-minded, Risk-taker</i></p>	<p>Central Idea: <i>Communication helps us understand emotions and solve problems.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • Solving problems • Types of communication • Emotions and feelings <p>Key Concepts: <i>Connection, Responsibility</i></p> <p>Learner Profile: <i>Reflective, Communicator, Principled</i></p>	<p>Central Idea: <i>Light and sound help us experience our world.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • Light behavior • Sound waves and vibration • Communicating across distances <p>Key Concepts: <i>Function, Causation, Perspective</i></p> <p>Learner Profile: <i>Communicator, Inquirer, Thinker</i></p>	<p>Central Idea: <i>Systems help us work and stay organized.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • Types of systems • Ways to be organized • Systems at school <p>Key Concepts: <i>Form, Function, Connection</i></p> <p>Learner Profile: <i>Caring, Principled, Inquirer</i></p>	<p>Central Idea: <i>Plants, habitats and animals are interconnected.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • Characteristics of living things • Different habitats • Ways habitats, plants and animals impact and support each other <p>Key Concepts: <i>Perspective, Responsibility</i></p> <p>Learner Profile: <i>Inquirer, Principled, Reflective</i></p>

Northern Heights Program of Inquiry (POI) 2019-2020

Transdisciplinary Theme	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
	<p>An inquiry into the nature of 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.</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 and the interconnectedness of individuals and civilizations, from local and global perspectives.</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>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>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.</p>	<p>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.</p>
2 nd Grade	<p>Central Idea: Choices impact our health.</p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Body systems</i> • <i>Physical activity</i> • <i>How food affects our body</i> <p>Key Concepts: <i>Connection, Function, Responsibility</i></p> <p>Learner Profile: <i>Balanced, Reflective, Risk-taker</i></p>	<p>Central Idea: Earth's processes impact humans and their environment.</p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Maps as models</i> • <i>Physical characteristics of communities</i> • <i>Quick and slow processes</i> <p>Key Concepts: <i>Form, Function, Causation</i></p> <p>Learner Profile: <i>Knowledgeable, Inquirers</i></p>	<p>Central Idea: Language expresses ideas and emotions.</p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Poetry</i> • <i>Performance arts</i> • <i>Author's craft</i> <p>Key Concepts: <i>Form, Perspective</i></p> <p>Learner Profile: <i>Risk-taker, Communicator, Open-Minded</i></p>	<p>Central Idea: Properties of materials influence their use.</p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Properties of matter</i> • <i>How matter changes</i> • <i>How different materials are used</i> <p>Key Concepts: <i>Form, Function, Change</i></p> <p>Learner Profile: <i>Inquirer, Knowledgeable, Thinkers</i></p>	<p>Central Idea: Communities function through the roles and responsibilities of their members.</p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Community</i> • <i>Roles and responsibilities</i> • <i>Similarities and differences in a community</i> <p>Key Concepts: <i>Form, Function, Responsibility</i></p> <p>Learner Profile: <i>Inquirer, Communicator, Knowledgeable</i></p>	<p>Central Idea: Resources are influenced by human activity and geography.</p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Climate regions</i> • <i>Access to food</i> • <i>People's responsibility</i> <p>Key Concepts: <i>Causation, Change, Connection</i></p> <p>Learner Profile: <i>Knowledgeable, Inquirer, Caring</i></p>



Northern Heights Program of Inquiry (POI) 2019-2020



Transdisciplinary Theme	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
	<p>An inquiry into the nature of 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.</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 and the interconnectedness of individuals and civilizations, from local and global perspectives.</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>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>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.</p>	<p>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.</p>
3 rd Grade	<p>Central Idea: <i>There are a variety of factors that influence education.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Forms of education</i> • <i>Rights and responsibilities</i> • <i>Accessing education</i> <p>Key Concepts: <i>Form, Responsibility, Perspective</i></p> <p>Learner Profile: <i>Principled, Caring, Reflective</i></p>	<p>Central Idea: <i>Understanding the past helps people make sense of the world.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>cultural universals</i> • <i>Timelines as a way to explore history</i> • <i>Impacts of historical events</i> <p>Key Concepts: <i>Connection, Change, Perspective</i></p> <p>Learner Profile: <i>Knowledgeable, Inquirer, Open-Minded</i></p>	<p>Central Idea: <i>Visual images convey meaning.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Types of visual images.</i> • <i>Interpretation of visual images</i> • <i>Communicating through visual images</i> <p>Key Concepts: <i>Function, Form, Perspective</i></p> <p>Learner Profile: <i>Reflective, Risk-Taker, Communicator</i></p>	<p>Central Idea: <i>Objects are influenced by forces and interactions.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>How things move</i> • <i>Interactions between objects</i> • <i>Design process</i> <p>Key Concepts: <i>Function, Causation, Connection</i></p> <p>Learner Profile: <i>Inquirer, Thinker, Caring</i></p>	<p>Central Idea: <i>People provide goods and services to meet communities' needs and wants.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Types of goods and services</i> • <i>The variety of needs and wants</i> • <i>How needs, wants, goods, and services change over time</i> <p>Key Concepts: <i>Connection, Change, Causation</i></p> <p>Learner Profile: <i>Balanced, Thinker, Communicator</i></p>	<p>Central Idea: <i>Organisms and environments are interdependent.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Plants and animals interact with their environment to meet their needs</i> • <i>People interact with their environment to meet their needs</i> • <i>Changes impact organisms and environments</i> <p>Key Concepts: <i>Change, Connection, Responsibility</i></p> <p>Learner Profile: <i>Knowledgeable, Balanced, Principled</i></p>

Northern Heights Program of Inquiry (POI) 2019-2020

Transdisciplinary Theme	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
	<p>An inquiry into the nature of 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.</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 and the interconnectedness of individuals and civilizations, from local and global perspectives.</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>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>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.</p>	<p>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.</p>
4 th Grade	<p>Central Idea: <i>People’s choices and decisions impact others</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Biographies</i> • <i>Personal choices and decisions</i> • <i>The impact of human actions</i> <p>Key Concepts: <i>Perspective, Causation, Responsibility</i></p> <p>Learner Profile: <i>Open-Minded, Reflective</i></p>	<p>Central Idea: <i>Resources influence behavior.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Physical geography</i> • <i>The movement of living things.</i> • <i>Resources within a community</i> <p>Key Concepts: <i>Perspective, Connection, Causation</i></p> <p>Learner Profile: <i>Inquirer, Open-Minded, Reflective</i></p>	<p>Central Idea: <i>Stories can reflect cultural beliefs and values.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Why stories are told</i> • <i>Characteristics of a story</i> • <i>Interpretation of stories</i> <p>Key Concepts: <i>Connection, Perspective</i></p> <p>Learner Profile: <i>Open-Minded, Communicator, Risk-Taker</i></p>	<p>Central Idea: <i>Energy demands impact our environment.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Forms, transfers, and sources of energy</i> • <i>Consumption and conservation of energy</i> • <i>Effects of energy use</i> <p>Key Concepts: <i>Form, Causation, Responsibility</i></p> <p>Learner Profile: <i>Inquirer, Knowledgeable, Open-Minded</i></p>	<p>Central Idea: <i>Governments make decisions that impact people.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Human rights and social justice.</i> • <i>Systems of government</i> • <i>The purpose and function of laws</i> <p>Key Concepts: <i>Responsibility, Change, Perspective</i></p> <p>Learner Profile: <i>Knowledgeable, Open-Minded</i></p>	<p>Central Idea: <i>The ocean plays a central role in sustaining life.</i></p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Ocean characteristics</i> • <i>Life in the ocean</i> • <i>The interconnectedness of humans and the ocean</i> <p>Key Concepts: <i>Function, Responsibility, Change</i></p> <p>Learner Profile: <i>Caring, Thinker, Knowledgeable</i></p>

Transdisciplinary Theme	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
	<p>An inquiry into the nature of 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.</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 and the interconnectedness of individuals and civilizations, from local and global perspectives.</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>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>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.</p>	<p>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.</p>
5 th Grade	<p><i>Central Idea:</i> Conflict leads to change.</p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Conditions that lead to conflict</i> • <i>Consequences of actions</i> <p>Key Concepts: <i>Perspective, Causation, Change</i></p> <p>Learner Profile: <i>Caring, Reflective, Risk-Taker</i></p>	<p><i>Central Idea:</i> Migration may lead to new opportunities.</p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>migration has a process</i> • <i>causes of migration</i> • <i>related opportunities</i> <p>Key Concepts: <i>Function, Causation, Form</i></p> <p>Learner Profile: <i>Inquirer, Risk-Taker</i></p>	<p><i>Central Idea:</i> Art is expression through media.</p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Significant artists and their contribution(s)</i> • <i>Personal artistic expression</i> <p>Key Concepts: <i>Form, Function, Perspective</i></p> <p>Learner Profile: <i>Open-minded, Reflective, Communicator</i></p>	<p><i>Central Idea:</i> Energy demands impact our environment.</p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Forms, transfers, and sources of energy</i> • <i>Consumption and conservation of energy</i> • <i>Effects of energy use</i> <p>Key Concepts: <i>Form, Causation, Responsibility</i></p> <p>Learner Profile: <i>Inquirer, Knowledgeable, Open-Minded</i></p> <p><i>(Will move to new NGSS aligned unit next year)</i></p>	<p><i>Central Idea:</i> Exhibition: students will collaboratively create the central idea and lines of inquiry</p> <p>Key Concepts: all</p> <p>Learner Profile: all</p>	<p><i>Central Idea:</i> Many factors affect the health of an environment.</p> <p>An Inquiry into:</p> <ul style="list-style-type: none"> • <i>Abiotic and biotic environmental factors</i> • <i>Ecosystems change over time</i> • <i>Human impact on ecosystems</i> <p>Key Concepts: <i>Connection, Causation, Responsibility</i></p> <p>Learner Profile: <i>Thinker, Inquirer, Open-minded</i></p>