

Chestnut Hill Elementary School Programme of Inquiry 2015-16

Age/ Grade	An Inquiry into:					
	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
	<i>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</i>	<i>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.</i>	<i>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.</i>	<i>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</i>	<i>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.</i>	<i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i>
Ages 5-6 Kindergarten	<p>Central Idea:</p> <p>I can learn about myself and others.</p> <p>Key Concepts: connection, reflection</p> <p>Related Concepts: growth, identity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ways to make and keep friends <input type="checkbox"/> Identifying personal characteristics <input type="checkbox"/> How to express feelings 	<p>Central Idea:</p> <p>People change over time.</p> <p>Key Concepts: perspective, change</p> <p>Related Concepts: time, innovation, growth</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language of change (Past, present, and future) <input type="checkbox"/> How people learn about the past <input type="checkbox"/> Different ways change occurs 	<p>Central Idea:</p> <p>People use art to express feelings and ideas.</p> <p>Key Concepts: connection, form</p> <p>Related Concepts: self-expression, patterns</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Different forms of art <input type="checkbox"/> What art can tell us about ourselves & others <input type="checkbox"/> Ways people connect to art 	<p>Central Idea:</p> <p>Forces help us learn and play.</p> <p>Key Concepts: function, connection</p> <p>Related Concepts: motion</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How objects and living things move in different ways <input type="checkbox"/> Force of gravity <input type="checkbox"/> Forces that affect the motion of an object/living thing 	<p>Central Idea:</p> <p>Schools are an organized place to learn.</p> <p>Key Concepts: form, responsibility</p> <p>Related Concepts: community, organization</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Jobs and responsibilities within classroom and school <input type="checkbox"/> How schools are organized <input type="checkbox"/> How an Essential Agreement helps us stay organized 	<p>Central Idea:</p> <p>Living things grow and change.</p> <p>Key Concepts: change, causation</p> <p>Related Concepts: classification, transformation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Living vs. nonliving things <input type="checkbox"/> Needs of living things <input type="checkbox"/> Relationship between plants and animals

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Ages 6-7 1st Grade	<p>Central Idea:</p> <p>People share responsibilities and decision making at home and at school.</p> <p>Key Concepts: perspective, responsibility</p> <p>Related Concepts: choice, cause/effect, citizenship</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Factors that influence decisions at home and school <input type="checkbox"/> The consequences of our actions <input type="checkbox"/> Roles and responsibilities of citizens at home and school. 	<p>Central Idea:</p> <p>Past generations have influenced our life.</p> <p>Key Concepts: change, perspective, causation</p> <p>Related Concepts: leadership, diversity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Historical figures and their influences <input type="checkbox"/> How our daily lives are affected by the contributions of past generations 	<p>Central Idea:</p> <p>People communicate in many ways to express their traditions.</p> <p>Key Concepts: reflection, perspective, connection</p> <p>Related Concepts: expression, creativity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How lifestyle is influenced by family and culture <input type="checkbox"/> The ways stories can be told to share traditions <input type="checkbox"/> How multiple forms of media help people share traditions 	<p>Central Idea:</p> <p>Weather changes from day to day and over the seasons.</p> <p>Key Concepts: form, function, responsibility</p> <p>Related Concepts: seasons, patterns, weather</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weather patterns <input type="checkbox"/> Tools used for weather measurement <input type="checkbox"/> Our response to severe weather 	<p>Central Idea:</p> <p>People participate in economic exchanges to meet their needs and wants.</p> <p>Key Concepts: connection, function</p> <p>Related Concepts: trade, values, needs/wants</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Needs and wants that are fulfilled through economic exchange <input type="checkbox"/> Economic exchanges that occur within communities <input type="checkbox"/> Relationships with money 	<p>Central Idea:</p> <p>Living things have essential needs in order to develop and maintain health.</p> <p>Key Concepts: form, responsibility, connection</p> <p>Related Concepts: growth, cycles, structure</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How living things change <input type="checkbox"/> Interdependence of living things <input type="checkbox"/> How living things compete for resources

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Ages 7-8 2nd Grade	<p>Central Idea:</p> <p>Communities are impacted by their citizens.</p> <p>Key Concepts: form, causation, responsibility</p> <p>Related Concepts: civics, citizenship, democracy</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ways that communities are organized <input type="checkbox"/> Why communities create and use rules and laws <input type="checkbox"/> The rights and responsibilities of citizens 	<p>Central Idea:</p> <p>Various choices contribute to change in a community over time.</p> <p>Key Concepts: perspective, causation, reflection</p> <p>Related Concepts: cause/effect, consequence, progress</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roles of individuals in creating history <input type="checkbox"/> Changes in community over time <input type="checkbox"/> Consequences of choices 	<p>Central Idea:</p> <p>People use different forms of expression to convey their individuality.</p> <p>Key Concepts: responsibility, reflection</p> <p>Related Concepts: creativity, expression, representation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Other cultures and our similarities and differences <input type="checkbox"/> How we express our diversity (through writing, play, art, dance, etc.) <input type="checkbox"/> Ways to express our thoughts and ideas 	<p>Central Idea:</p> <p>Living things have an interdependent relationship.</p> <p>Key Concepts: function, change, connection</p> <p>Related Concepts: cycles, pattern, life</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How living things are impacted by their ecosystem <input type="checkbox"/> Life cycle of plants and animals <input type="checkbox"/> Characteristics of plants and animals 	<p>Central Idea:</p> <p>Informational tools help people organize themselves and the world.</p> <p>Key Concepts: form, function, connection</p> <p>Related Concepts: location, symbols</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How we use scientific and technological tools to organize information <input type="checkbox"/> How informational tools help us to organize our community <input type="checkbox"/> Maps and how they describe the organization of a space/area 	<p>Central Idea:</p> <p>The ways resources are used and managed can impact a community.</p> <p>Key Concepts: function, connection, responsibility</p> <p>Related Concepts: systems, interdependence, conservation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How people use the resources in the environment <input type="checkbox"/> How communities share resources <input type="checkbox"/> Positive and negative impact of our choices <input type="checkbox"/> Water as a natural resource

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Ages 8-9 3rd Grade	<p>Central Idea:</p> <p>People can be defined by where they live, work, and play.</p> <p>Key Concepts: perspective, form, reflection</p> <p>Related Concepts: behaviors, similarities/differences, identity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How beliefs and values shape individuals and communities <input type="checkbox"/> Similarities and differences between communities and cultures <input type="checkbox"/> Communities and their changes over time 	<p>Central Idea:</p> <p>Migration and immigration occur to meet challenges.</p> <p>Key Concepts: form, causation, change</p> <p>Related Concepts: regions, location</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Migration and immigration <input type="checkbox"/> Reasons for migration and immigration <input type="checkbox"/> How location impacts choice 	<p>Central Idea:</p> <p>People communicate through words, art, and symbols in unique ways.</p> <p>Key Concepts: perspective, causation, connection</p> <p>Related Concepts: culture, beliefs, regions</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ways people communicate about their experiences <input type="checkbox"/> Culture and history of a region and its people <input type="checkbox"/> Connections that exist between language (words, art, and symbols) of people and their environment 	<p>Central Idea:</p> <p>Discoveries can lead to new understandings and technology.</p> <p>Key Concepts: change, function</p> <p>Related Concepts: technology, expansion, movement</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ways technology can create change <input type="checkbox"/> Ways problems can be solved through discovery and technology <input type="checkbox"/> How people have contributed to discoveries and their impact 	<p>Central Idea:</p> <p>Location impacts where people organize communities.</p> <p>Key Concepts: connection, causation, reflection</p> <p>Related Concepts: impact, behavior, relationship</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The relationship between location and communities <input type="checkbox"/> Reasons people locate/relocate to an area <input type="checkbox"/> Advantages and disadvantages of a location 	<p>Central Idea:</p> <p>The Earth's limited resources impact the choices we make.</p> <p>Key Concepts: function, responsibility, causation</p> <p>Related Concepts: systems, initiative, impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How actions impact resources <input type="checkbox"/> Ways people responsibly reduce, reuse, recycle <input type="checkbox"/> Ways regions provide renewable & nonrenewable resources

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Ages 9-10 4th Grade	<p>Central Idea:</p> <p>Working together can make a difference.</p> <p>Key Concepts: causation, change, perspective</p> <p>Related Concepts: opinion, adaptation, consequences</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How different groups of people may have conflicting points of view <input type="checkbox"/> Ways working together can solve problems and improve life. <input type="checkbox"/> How relationships are built and their impact 	<p>Central Idea:</p> <p>Geography affects the way people live.</p> <p>Key Concepts: causation, form</p> <p>Related Concepts: impact, region, geography</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How regions can be similar and different <input type="checkbox"/> Ways our daily lifestyle can be influenced by where we live <input type="checkbox"/> How geography can impact life 	<p>Central Idea:</p> <p>Knowledge and opinions can be expressed through writing.</p> <p>Key Concepts: function, perspective, form</p> <p>Related Concepts: structure, communication, opinion</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Different forms of writing (opinion, legends, research, etc.) <input type="checkbox"/> Native American culture <input type="checkbox"/> Explorers impact 	<p>Central Idea:</p> <p>Energy can solve problems.</p> <p>Key Concepts: function, responsibility</p> <p>Related Concepts: electricity, inventions, magnetism</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Forms of energy <input type="checkbox"/> How energy is transferred <input type="checkbox"/> The uses of energy 	<p>Central Idea:</p> <p>Decisions impact society.</p> <p>Key Concepts: causation, change</p> <p>Related Concepts: growth, innovation, progress</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How economic changes can impact society <input type="checkbox"/> Changes influenced by technology <input type="checkbox"/> Decision making 	<p>Central Idea:</p> <p>Interdependence promotes survival and well-being.</p> <p>Key Concepts: connection, reflection</p> <p>Related Concepts: relationships, evidence</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respect for the environment <input type="checkbox"/> Interdependence in the world <input type="checkbox"/> Means of survival

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Ages 10-11 5th Grade	<p>Central Idea:</p> <p>An understanding of the human body systems allows us to improve our health.</p> <p>Key Concepts: function, perspective, responsibility</p> <p>Related Concepts: independence, systems, relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Human body systems <input type="checkbox"/> Our responsibilities to ourselves and humankind <input type="checkbox"/> How the understanding of the body systems affects our life outlook 	<p>Central Idea:</p> <p>Exploration leads to discovery and develops new understandings.</p> <p>Key Concepts: causation, responsibility, reflection</p> <p>Related Concepts: humanness, preservation, leadership</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reasons for exploration <input type="checkbox"/> How explorers affected history <input type="checkbox"/> What you learn through exploration 	<p>Central Idea:</p> <p>People use different forms of expression to convey their culture.</p> <p>Key Concepts: change, perspective, form</p> <p>Related Concepts: chronology, civilization</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How humans tell their story <input type="checkbox"/> How indigenous people and people of today share their culture and language <input type="checkbox"/> Key traits of regional indigenous peoples 	<p>Central Idea:</p> <p>Forces are natural phenomenon that affect an object's motion.</p> <p>Key Concepts: function, causation, connection</p> <p>Related Concepts: balance, laws of nature</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How contact and non-contact phenomena control an object <input type="checkbox"/> Changes in motion <input type="checkbox"/> How and why objects interact with each other 	<p>Central Idea:</p> <p>Government systems are structured to benefit society.</p> <p>Key Concepts: form, function, connection</p> <p>Related Concepts: supply/demand, law/order, interaction, systems</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How government is organized (local, regional, national, and global) <input type="checkbox"/> How the government is implemented <input type="checkbox"/> Systems within government and their effect on decision making and our daily lives 	<p>Central Idea:</p> <p>We work toward peace and conflict resolution.</p> <p>Key Concepts: perspective, causation, reflection</p> <p>Related Concepts: power, identity, freedom</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reasons for conflict <input type="checkbox"/> Effects of conflict <input type="checkbox"/> How nations interact