

IB/Primary Years Programme: Programme of Inquiry 2017- 2018
Marshpoint Elementary School, Savannah, Georgia

GR	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 aesthetics.	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.
K	<p>"All About Me" <u>human relationships including families, friends, communities, and cultures</u> Central Idea: People are unique.</p> <p>Key Concepts: Form, Function, and Responsibility</p> <p>Related concepts: family, friends, community/school</p> <p>Lines of Inquiry: -How do personal characteristics make people unique? -What is a family? How are they alike/different? -What makes a friend? -What are the roles and responsibilities of the members of a school community?</p>	<p>"Won't You Be My Neighbor" <u>the relationships between and the interconnectedness of individuals and civilizations, from local perspectives.</u> Central Idea: Everyone has roles and responsibilities as a member of a community</p> <p>Key Concepts: Function, Connection, Responsibility</p> <p>Related Concepts: family/community -networks between family and job - roles within family/community</p> <p>Lines of Inquiry: -Ways people work together to make a community</p>	<p>"Express Yourself" <u>the ways in which we discover and express ideas, feelings</u> Central Idea: People express themselves in a variety of ways.</p> <p>Key Concepts: Connection, Perspective, Reflection</p> <p>Related Concepts: Originality Movement</p> <p>Lines of Inquiry: -Movement used to communicate -Literature used to communicate -Expression through art</p>	<p>"The Fabulous Five" <u>the interaction between the natural world (biological) and human societies</u> Central Idea: Our senses help us learn about the world in which we live.</p> <p>Key Concepts: Function, Causation, Connection</p> <p>Related Concepts: -Cause/effect Relationships - Observations -Respect for self and others</p> <p>Lines of Inquiry: - The role of the five senses. - Five senses can be used to observe the world around us. - How we compensate when one of our senses is lost.</p>	<p>"My Country tis of Thee" <u>the interconnectedness of human-made systems and communities</u> Central Idea: History, traditions, and symbols shape our lives</p> <p>Key Concepts: Form, Causation, Connection</p> <p>Related Concepts: Similarities/differences, Leadership</p> <p>Lines of Inquiry: -Symbols represent and communicate history and traditions -Events and people shape a community -Traditions can represent connections to the past</p>	<p>"Get a Life" <u>communities and the relationships within them</u> Central Idea: Humans interact with living and non living things</p> <p>Key Concepts: Connection, Change, Causation</p> <p>Related Concepts: Interaction, similarities and differences</p> <p>Lines of Inquiry: - Living things depend on living and non-living things -Interactions between communities -Human responsibilities for/toward other living things</p>

		-Families contribute to the community in various ways -Individuals have responsibilities within the community.				
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1 st	<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.</p> <p><u>what it means to be human</u></p> <p>Central Idea: Humans use reasoning to make good choices.</p> <p>Key Concepts: Responsibility Reflection Causation</p> <p>Related Concepts: Evidence Interpretation Consequences</p> <p>Lines of Inquiry: - People's choices affect their actions. - Understanding the differences/similarities between a good and bad choice.</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><u>orientation in place and time</u></p> <p>Central Idea: Geography connects people of the world.</p> <p>Key Concepts: Form Function Connection</p> <p>Related Concepts: Geography-landforms, discovery-explorations, regions-locality</p> <p>Lines of Inquiry: - Similarities and differences of the world's geography - Tools used to navigate the world in the past, present, and future</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 aesthetics</p> <p><u>The ways in which we reflect on, extend, and enjoy our creativity.</u></p> <p>Central Idea: Individuals express creatively in a variety of ways.</p> <p>Key Concepts: Causation, Reflection perspective</p> <p>Related Concepts: -Sequence -Relationships -Interpretation Lines of Inquiry: - Sequence of stories matters. - Making connections through characters.</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><u>How humans use their understanding of scientific principles</u></p> <p>Central Idea: People use scientific principles to determine the weather.</p> <p>Key Concepts: Function Change Connection</p> <p>Related Concepts: System Cycles Relationships</p> <p>Lines of Inquiry: -Weather patterns and their global effect</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><u>The interconnectedness of human-made systems and communities</u></p> <p>Central Idea: Goods and services create opportunities for communities.</p> <p>Key Concepts: Function Connection Causation</p> <p>Related Concepts: Cooperation Systems Impact</p> <p>Lines of Inquiry: - Recognize the differences between goods and services and their global effect - Understood how other countries relate to ours</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> <p><u>Rights and responsibilities in the struggle to share finite resources with other people and with other living things</u></p> <p>Central Idea: People, plants, and animals share resources for survival.</p> <p>Key Concepts: Function Change Connection</p> <p>Related Concepts: Classification Growth Balance</p>

	- Actions have consequences that impact our health.	-Connections between you and the rest of the world	-Expressing thoughts through art.	-Seasonal weather changes and differences worldwide -Weather instruments and their uses	when it comes to goods and services. - Understand that supply and demand affect our country.	Lines of Inquiry: - Characteristics of living things - Needs of living things - The balance / relationship among living things
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2 nd	<p>"Safety Rulz"</p> <p><u>personal, physical, mental, social and spiritual health</u></p> <p>Central Idea: People must make knowledgeable choices in order to stay safe</p> <p>Key Concepts Connection, reflection responsibility</p> <p>Related Concepts: behaviors, conflict/cooperation</p>	<p>"The Little Region that Could"</p> <p><u>homes and journeys</u></p> <p>Central Idea: Characteristics of a geographic region influence the settlement of that region.</p> <p>Key Concepts: Change, form, function</p>	<p>"Once Upon A Time"</p> <p><u>the ways in which we discover and express beliefs and values</u></p> <p>Central Idea: Cultures express their beliefs and values in a variety of ways.</p> <p>Key Concepts: form,</p>	<p>"Great Ball of Fire" the natural world and its laws</p> <p>Central Idea: Patterns in the sky impact the Earth.</p> <p>Key Concepts: Causation, Change, Form</p> <p>Lines of Inquiry: -Position of the sun and moon and their effect on the earth</p>	<p>"Take Me To Your Leader"</p> <p><u>the structure and function of organizations</u></p> <p>Central Idea: Societies develop systems to organize themselves</p> <p>Key Concepts: function, form, connection</p> <p>Related Concepts: government, citizenship, community involvement</p> <p>Lines of Inquiry:</p>	<p>"The Circle of Life" rights and responsibilities in the struggle to share finite resources with other people and other living things</p> <p>Central Idea: Living things have life cycles and change with the seasons.</p> <p>Key Concepts: Change, Form, Function</p>

	<p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> - Appropriate responses to emergencies -Makes safe choices -Identifies support systems 	<p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> - Natural resources and topographical features on settlements - How people utilize their environments - Exchange systems past and present - Compare cultures of a region from past to present. 	<p>perspective, connection</p> <p><u>Related concept:</u> genres, morals, writing process</p> <p><u>Lines of Inquiry:</u> - Cultural expression</p>	<ul style="list-style-type: none"> -Relationship of day and night to the seasons -Physical attributes of stars 	<ul style="list-style-type: none"> -Rights and responsibilities of citizens -The systems by which communities govern themselves -Local and national landmarks around the world. 	<p><u>Related Concepts:</u></p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -Life cycles of animals -Life cycles of plants -Seasonal changes
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3 rd	<p>"Branches of state and national government"</p> <p><u>rights and responsibilities</u></p> <p><u>Central Idea:</u></p> <p><u>Key Concepts:</u> function, connection, responsibility</p> <p><u>Related Concepts:</u> Governments, freedoms or lack of, rights (because of checks and balances)</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Developing order within a society. (function) • The origins and values of laws (causation) • Rights and responsibilities within societies (connection) • Past civilizations influence on modern society(connection) • Impact of historical figures (Paul Revere, Thurgood Marshall, Susan B. Anthony- Enrichment teacher will cover this) 	<p>"Colonies"; <u>personal histories</u></p> <p><u>Central Idea:</u></p> <p><u>Key Concepts:</u> function, perspective, form</p> <p><u>Related concepts:</u></p> <p><u>Lines of Inquiry:</u></p>	<p>"Explorers" <u>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u></p> <p><u>Central Idea:</u></p> <p><u>Key Concepts:</u> causation, reflection, perspective</p> <p><u>Related Concepts:</u></p> <p><u>Lines of Inquiry:</u></p>	<p>"Rocks, Soils, Fossils/ Native Americans" <u>the interaction between the natural world (physical and biological) and human societies</u></p> <p><u>Central Idea:</u></p> <p><u>Key Concepts:</u> causation, form, change</p> <p><u>Related Concepts:</u> erosion, weathering, fossils, landforms, rock cycle, natural/human processes</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> - Fossils are evidence of past organisms -Changes occur to the Earth -Attributes of minerals, rocks, and soil 	<p>"Economics/ Pollution" <u>economic activities and their impact on humankind and the environment.</u></p> <p><u>Central Idea:</u> Production, consumption, and distribution of goods and services influence the market.</p> <p><u>Key Concepts:</u> responsibility, causation, reflection</p> <p><u>Related Concepts:</u> Cooperation, production, interdependence</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> - Ways we depend on people in other places -Production processes for various goods and services -Use of exchange in various marketplaces 	<p>"Habitats/ Maps" <u>communities and the relationships within and between them</u></p> <p><u>Central Idea:</u> Organisms have adaptations to survive in certain habitats that can change over time.</p> <p><u>Key Concepts:</u> connection, change, perspective</p> <p><u>Related Concepts:</u> Regions/habitats, adaptation, ecosystem</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> - How habitats can change over time. -Adaptations of a species for survival in their environment. -How changes in an environment affect survival of a species.
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	<ul style="list-style-type: none"> Forms of government (forms of democracy- direct or representative) – 					
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	<p><u>Key Concepts:</u> function, causation, perspective</p> <p><u>Related Concepts:</u></p> <p><u>Lines of Inquiry:</u></p>	<p><u>Central Idea:</u> Changes are brought about by exploration.</p> <p><u>Key Concepts:</u> causation, change, connection</p> <p><u>Related Concepts:</u></p> <p><u>Lines of Inquiry:</u> - Exploration continues to discover new ideas, regions, cultures, relationships, technologies, etc. - Basic economic concepts shape historical events - Understanding challenges of diverse and complicated cultures meeting head-on and how they relate.</p>	<p><u>Central Idea:</u></p> <p><u>Key Concepts:</u> perspective, responsibility, connection</p> <p><u>Related Concepts:</u></p> <p><u>Lines of Inquiry:</u></p>	<p><u>Key Concepts:</u> function, causation, form</p> <p><u>Related Concepts:</u></p> <p><u>Lines of Inquiry:</u></p>	<p>change, connection</p> <p><u>Related concepts:</u></p> <p><u>Lines of Inquiry:</u></p>	<p><u>Key Concepts:</u> reflection, change, function</p> <p><u>Related Concepts:</u></p> <p><u>Lines of Inquiry:</u></p>
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		civilizations, from local and global perspectives.				
5 th	<p>1950- 1975</p> <p><u>The nature of the self</u></p> <p>Central Idea: Behaviors and actions of past generations have resulted in consequences for future generations.</p> <p>Key Concepts: Causation, Responsibility, Perspective</p> <p>Related Concepts: Needs and wants, prejudice, culture and societies</p> <p>Lines of Inquiry: - Ways conflicts affect needs and wants of generations - The diverse ways people express themselves</p>	<p>WWI- WWII</p> <p><u>the relationships between and the interconnectedness of individuals and civilizations, from global perspectives.</u></p> <p>Central Idea: The effects of war can directly and indirectly impact nations</p> <p>Key Concepts: change, connection, perspective</p> <p>Related Concepts: Culture, innovation, ethics, values and beliefs</p> <p>Lines of Inquiry: - Change that occurs as a result of war -Connectedness of civilizations through inventions -Views and beliefs that</p>	<p>Exhibition 2017-2018</p> <p>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 aesthetics</p> <p>Central Idea:</p> <p>Key Concepts: form, function, causation, Connection, Change, perspective, responsibility</p> <p>Lines of Inquiry:</p>	<p>Constructive and deconstructive forces</p> <p><u>the interaction between the natural world (physical) and human societies</u></p> <p>Central idea: Relationships between nature and human societies</p> <p>Key Concepts: Change, Causation, Connection</p> <p>Related Concepts: Earth, societies, erosion, tectonic plate movement, Earth and societies</p> <p>Lines of Inquiry: - Changes in earth's surface features</p>	<p>classification</p> <p><u>the interconnectedness of human-made systems and communities</u></p> <p>Central Idea: Our world uses a classification system based on how things are related.</p> <p>Key Concepts: form, function, connection</p> <p>Related Concepts: Classification, genetics, organisms</p> <p>Lines of Inquiry: - What systems can be used for classification? -Identifying attributes lead to classifications --Interactions and relationships within our world are constantly evolving.</p>	<p>Turn of the Century/Electricity/Magnetism</p> <p><u>access to equal opportunities</u></p> <p>Central Idea:</p> <p>Key Concepts: reflection, form, Causation</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p>

	- Responsibilities of societies for future generations	lead to war		- Similarities and differences in the destructive and constructive forces of nature - Relate the role of technology and human intervention and the control of destructive and constructive processes.		
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Key Concept Alignment

Grade: K

Form: **Function:** **Causation:** **Change:** **Connection:** **Perspective:** **Responsibility:** **Reflection:**

Grade: 1

Form: **Function:** **Causation:** **Change:** **Connection:** **Perspective:** **Responsibility:** **Reflection:**

Grade: 2

Form: **Function:** **Causation:** **Change:** **Connection:** **Perspective:** **Responsibility:** **Reflection: 0**

Grade: 3

Form: **Function:** **Causation:** **Change:** **Connection:** **Perspective:** **Responsibility:** **Reflection:**

Grade: 4

Form: **Function:** **Causation:** **Change:** **Connection:** **Perspective:** **Responsibility:** **Reflection:**

Grade: 5

Form: **Function:** **Causation:** **Change:** **Connection:** **Perspective:** **Responsibility:** **Reflection:**

Theme:

Colors:

K

1

2

3

4

5