

IB/PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY 2022-2023
FREEDOM 7 ELEMENTARY SCHOOL

| Grade/Age | An inquiry into Who we are | An inquiry into Where we are in place and time | An inquiry into How we express ourselves | An inquiry into How the world works | An inquiry into How we organize ourselves | An inquiry into Sharing the planet |
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| | 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; and 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 relationship within and between them access to equal opportunities; peace and conflict resolution. |
| 6 th Grade (11-12) | Central idea Systems are interconnected to maintain <u>well-being</u> . | Central idea Geography cultivates <u>culture</u> . | Central idea Cultural expressions contribute to future <u>societies</u> . | Central Idea The <u>interaction</u> between the natural world and human societies impacts <u>sustainability</u> . | Central idea Citizenship establishes <u>functionality</u> of <u>society</u> . | Central Idea Developed by each group |
| | Lines of Inquiry -The functions of each major body system -The interconnectedness of the major body systems - Scientific Cell Theory and its connection to systems | Lines of Inquiry - Processes that change the Earth's landforms - The six essential elements of geography that affect culture -Representations of the Earth and civilization over time | Lines of Inquiry -The discovery and achievements of early cultures that changed the world. -Patterns evident in varying civilizations -Impact of the past on present day and into the future | Lines of Inquiry -The form and function of natural and manmade systems to sustain life -Interactions among systems and resources that influence weather and climate - The impact human and systems have on the sustainability of Earth | Lines of Inquiry -Driving forces that lead to an organized society -The impact of past civilizations' philosophical, scientific, and mathematical principles and technologies -Factors that motivate change in the organization of societies | Lines of Inquiry Developed by each group |
| | Key Concepts Causation Function Connection Change | Key Concepts Change Causation Connection | Key Concepts Change Causation Connection | Key Concepts Form/Function Connection Responsibility | Key Concepts Connection Causation Responsibility | Key Concepts Developed by each group |
| | Approaches to Learning Thinking Skills Social Skills | Approaches to Learning Research Skills Social Skills Self-Management | Approaches to Learning Thinking Skills Research Skills Communication Skills | Approaches to Learning Communication Skills Self-Management Skills | Approaches to Learning Thinking Skills Research Skills Communication Skills | Approaches to Learning Developed by each group |

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| 5 th Grade (10-11) | Central idea Environmental factors of regions impact <u>culture</u> . | Central Idea Visions of <u>prosperity</u> lead to a desire for <u>sustainability</u> . | Central Idea Human desire for <u>freedom</u> of choice and the ability to control resources leads to <u>revolution</u> . | Central Idea The desire for exploration leads to scientific <u>investigation</u> and new discoveries. | Central idea <u>Systems</u> , both natural and human-made, <u>interact</u> and can create <u>change</u> . | Central Idea Resources and opportunities led to <u>colonization</u> . |
| | Lines of Inquiry -Cycles and systems of water affect our daily lives based on <u>geographical regions</u> -Cultural and physical similarities and differences of geographical regions -Action can be taken in order to preserve the climate | Lines of Inquiry -The causes and effects of <u>migration</u> on geography, communities, cultures, and individuals -The <u>relationship</u> between migration and sustainability -Cultural changes that were a result of Westward Expansion | Lines of Inquiry -Reasons people side for or against authority figures -Consequences of conflicts on societies -Impact of environmental changes on plant and animal adaptations | Lines of Inquiry - The representation of <u>data</u> shows understanding -The scientific process leads to investigation of new ideas -The struggle for control led to <u>exploration</u> | Lines of Inquiry -Interconnectedness of human and man made systems -Poetry leads to expression of voice and creativity -relationships of number systems that represent parts and whole | Lines of Inquiry -The need to control <u>resources</u> caused colonization -International effects of exploration and colonization -Relationship between our solar system and the Universe |
| | Key Concepts Responsibility Form Connection | Key Concepts Connection Change Causation | Key Concepts Responsibility Change Perspective | Key Concepts Function Form Causation | Key Concepts Form Function Connection | Key Concepts Responsibility Perspective Causation |
| | Approaches to Learning Communication Self Management Social | Approaches to Learning Thinking Self-management Social | Approaches to Learning Thinking Communication | Approaches to Learning Research Thinking Self-Management | Approaches to Learning Research Communication Social | Approaches to Learning Thinking Research Communication |
| | Learner Profile Attributes Inquirers Principled Open-minded | Learner Profile Attributes Risk-takers Principled Thinkers | Learner Profile Attributes Caring Open Minded Principled | Learner Profile Attributes Communicators Inquirers Knowledgeable | Learner Profile Attributes Balanced Open-minded Principled | Learner Profile Attributes Caring Risk-takers Reflective |
| 4 th Grade (9-10) | Central idea Human nature can adapt as a result of <u>hardship</u> and <u>privation</u> . | Central idea <u>Exploration</u> launches <u>discovery</u> . | Central idea People <u>communicate</u> thought in a variety of ways using <u>strategies</u> and <u>structures</u> . | Central idea <u>Energy</u> facilitates <u>change</u> . | Central idea People form <u>governments</u> to manage their <u>societies</u> . | Central idea <u>Interdependency</u> maintains ecosystems. |

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| | Lines of Inquiry · Challenges faced during and after war · Causes and effects of immigration and migration | Lines of Inquiry -The reasons humankind explores -The process of scientific exploration -Explorers, their hardships, discoveries, and contributions | Lines of Inquiry - Ways to reflect on, extend and enjoy our creativity - Use different forms of communication to express thought - Explore purposes, strategies, techniques and structures people use to express themselves | Lines of Inquiry - Forms of energy -What is energy conservation and how do we apply it -How energy is transformed | Lines of Inquiry -Structure, function, and purpose of government systems -Government's influence in schools, communities, state and nations -How government affects the common good and individuals | Lines of Inquiry -Interdependence within ecosystems -How people benefit from an ecosystem -The ways people can protect ecosystems |
| | Key Concepts Perspective Causation Change | Key Concept s: Causation Perspective Connection | Key Concepts Function Form Perspective | Key Concepts Form Change Function | Key Concepts Responsibility Function Connection | Key Concepts Function Connection Responsibility |
| | Approaches to Learning Research Skills Communication Skills | Approaches to Learning Thinking Skills Social Skills Research kills Communication Skills Self-Management Skills | Approaches to Learning Thinking Skills Communication Skills | Approaches to Learning Research Skills Self-management Skills Social Skills | Approaches to Learning Thinking Skills Research Skills Communication Skills | Approaches to Learning Thinking Skills Research Skills |
| | Learner Profile Attributes Communicator Open-minded Caring | Learner Profile Attributes Open-minded Risk-takers Thinker | Learner Profile Attributes Thinker | Learner Profile Attributes Caring Reflective | Learner Profile Attributes Communicator Principled Open-minded | Learner Profile Attributes Caring Knowledgeable |

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| 3rd Grade (8-9) | Central idea <u>Responsible</u> citizens can take action based on their <u>perspective</u> to make a positive difference in <u>communities</u> . | Central idea Knowing our <u>location</u> in the world helps us understand human <u>interdependence</u> . | Central idea Folktales are a means of <u>conveying the beliefs</u> and <u>values</u> of a <u>culture</u> . | Central idea <u>Questions, investigations, and explorations</u> enable <u>understanding</u> . | Central idea <u>Implementing an organized system</u> <u>influences economic</u> choices. | Central idea All living things <u>depend</u> on and are <u>impacted</u> by the sun's <u>energy</u> . |
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| | Lines of Inquiry -Purpose and need for government --Local, state, national government -Civic Virtues (Cooperation, Civility,Volunteerism, Rights and Responsibility) | Lines of Inquiry -Maps and map elements to analyze geographic information -Physical features of Regions of North America -Culture of regions in North America | Lines of Inquiry -Characteristics of folktales -Origins of folk tales -Themes of folktales | Lines of Inquiry -Conclusions and explanations of science -Processes of Science related to the Scientific Method -The ways to formulate or create questions and the different ways to investigate answers | Lines of Inquiry -Managing money -Relationship between math and money -Differences among systems of trade(Cash, Credit, Debit, Check, Gift Card, Currency, Bartering) | Lines of Inquiry -Characteristics of plants -Photosynthesis -Heat and light energy from stars |
| | Key Concepts Responsibility Form Function | Key Concepts Connection Form Perspective | Key Concepts Perspective Causation Form | Key Concepts Form Function Connection | Key Concepts Responsibility Connection Function | Key Concepts Function Causation Connection Change |
| | Approaches to Learning Social Skills Communication Skills Research Skills | Approaches to Learning Thinking Skills Communication Skills Research Skills | Approaches to Learning Communication Skills Research Skills | Approaches to Learning Research Skills Communication Skills Thinking Skills | Approaches to Learning Self-Management Skills Research Skills Communication Skills Thinking Skills Social Skills | Approaches to Learning Thinking Skills Communication Skills Research Skills |
| | Learner Profile Caring Thinker Reflective Principled Knowledgeable | Learner Profile Knowledgeable Open-Minded | Learner Profile Knowledgeable Open-Minded Reflective | Learner Profile Inquirers Reflective Thinkers Risk-Takers | Learner Profile Principled Thinker Balanced Knowledgeable | Learner Profile Communicators Caring Knowledgeable |
| 2nd Grade (7-8) | Central idea Developing <u>patterns of choice</u> that support a <u>balanced</u> life. | Central Idea The <u>contributions</u> of different <u>populations</u> build the <u>character</u> of a country. | Central idea <u>Demonstrations</u> of <u>character</u> are identified through <u>interactions</u> with each other. | Central idea Humans use <u>technology</u> to learn and adapt to Earth's <u>environmental transformation</u> . | Central idea <u>Symbols</u> are created and implemented as a method of <u>communication</u> .. | Central idea <u>Responsibilities</u> inform our decisions regarding the use and sharing of the earth's <u>resources</u> . |

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| | Lines of Inquiry: -Taking care of our bodies, our minds and our feelings -Relationship among life cycles of humans, animals, and plants. -Learn how the body systems work | Lines of Inquiry -First inhabitants of the United States -Impact of immigration The culture, geography, and contributions of various groups of people (including Native Americans, African Americans, Hispanics, Asian Americans and women) and our country | Lines of Inquiry -Learner Profile Attributes -Building relationships -Citizenship | Lines of Inquiry -The composition of the Earth's surface -Weather and its role on the Earth's surface -Technology's role in communication and decision making related to the natural world. | Lines of Inquiry -Symbols as a communication tool of knowledge -Recognize and use symbols relating to the history and geography of the world. -Classify and interpret symbols based on meaning and application | Lines of Inquiry -Choices people make based on resources -Rights, responsibilities and opportunities within communities -Measurement as tool to inform |
| | Key Concepts Function Connection Responsibility | Key Concepts Form Causation Connection | Key Concepts Function Connection Responsibility | Key Concepts Connection Change Function | Key Concepts Connection Perspective Form | Key Concepts Function Responsibility Causation |
| | Approaches to Learning Research Self-Management Social | Approaches to Learning Research Communication Thinking | Approaches to Learning Communication Thinking Skills Social Skills | Approaches to Learning Research Communication Thinking Social | Approaches to Learning Thinking Research Communication | Approaches to Learning Social Thinking Communication Self Management |
| | Learner Profile Caring Balanced Principled | Learner Profile Knowledgeable Caring Open-Minded | Learner Profile Principled Communicator | Learner Profile Inquirer Knowledgeable Communicator | Learner Profile Knowledgeable Communicator Open-Minded | Learner Profile Caring Principled |

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| 1st Grade (6-7) | Central idea Throughout <u>history</u> , <u>interconnected systems</u> change over <u>time</u> . | Central idea: People use tools for <u>exploration</u> and <u>organization</u> to discover the world around them. | Central idea: <u>Creativity</u> through poetry brings about <u>expression</u> . | Central idea <u>Change</u> is a <u>process</u> over time. | Central idea Examining <u>systems of work</u> helps us gain a deeper understanding of our world. | Central idea <u>Organisms</u> survive through <u>interdependence</u> . |
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| | Lines of Inquiry -The sequence of events in history -The importance of traditions/systems -Comparing systems of the past and present - People in the past impact the future | Lines of Inquiry - Function of tools - Ways tools are beneficial - How tool systems are connected | Lines of Inquiry -The use of repetition and rhyme in poetry -Combining poetry and art increases the power of how one expresses feelings. -The importance of word choice in poetic writing | Lines of Inquiry -States of matter -The processes of changes -Different observable properties | Lines of Inquiry -How work choices influence the global community -recognize the connection of jobs in the community - the function of goods and services | Lines of Inquiry Concept of plant and animal adaptation Animal and plant survival in habitats Actions based on observation |
| | Key Concepts Causation Connection Perspective | Key Concepts Function Connection Form | Key Concepts Perspective Form | Key Concepts Change Causation Form | Key Concepts Connection Responsibility Function | Key Concepts Responsibility Connection Change |
| | Approaches to Learning Social Skills Self-Management Skills | Approaches to Learning Communication Skills Thinking Skills | Approaches to Learning Communication Skills Social Skills | Approaches to Learning Research Skills Thinking Skills | Approaches to Learning Thinking Skills Self-Management Skills | Approaches to Learning Research Skills Communication Skills |
| | Learner Profile Attributes Knowledgeable Open-Minded | Learner Profile Attributes Principled Balanced Thinker | Learner Profile Attributes Communicator Reflective Caring | Learner Profile Attributes Inquirer Communicator | Learner Profile Attributes Reflective Communicator | Learner Profile Attributes Inquirer Risk-Taker Thinker |
| K (5-6) | Central idea Our <u>choices</u> affect <u>relationships</u> within our school and <u>community</u> . | Central idea <u>Celebrations</u> connect people and <u>cultures</u> . | Central Idea People <u>express</u> themselves Through <u>literature</u> . | Central Idea <u>Movement</u> is caused by a <u>force</u> . Energy makes things happen. | Central Idea <u>Knowledge</u> informs the way we work in our home and school <u>communities</u> . | Central idea <u>Observation</u> leads to <u>understanding</u> our responsibilities in taking care of our shared resources. |
| | Lines of Inquiry -Forming friendships -Solving Problems -My responsibilities in my classroom and community | Lines of Inquiry -A calendar as a tool for organization -What and why cultures celebrate -Artifacts that represent | Lines of Inquiry -Why people tell stories (Author's Purpose) -How to write a story -Use of pictures and structures (such as props) to tell stories | Lines of Inquiry -types of forces -types of energy and fuels -ways and speeds in which things move | Lines of Inquiry -Mathematical relationships in organizing -Research to gain knowledge -Collaborative decision making | Lines of Inquiry -How seasonal weather changes affect people and the environment -Demonstrate knowledge of landforms and water forms |

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| | | celebrations | | | | typically viewed on maps and globes -How we observe weather and environmental changes using our five senses |
| | Key Concepts Function Responsibility Causation | Key Concepts Connection Function Causation | Key Concepts Connection Form Function | Key Concepts Function Causation Connection | Key Concepts Connection Responsibility Causation | Key concepts Responsibility Change Perspective |
| | Approaches to Learning Self-management Social Thinking | Approaches to Learning Social Self-Management Research Communication | Approaches to Learning Research Communication Thinking Skills | Approaches to Learning Thinking Skills Research Communication Social | Approaches to Learning Communication Research Thinking Skills | Approaches to Learning Research Communication Self-Management |
| | Learner Profile Attributes Inquirer Caring Communicator | Learner Profile Attributes Thinker Caring Open-minded | Learner Profile Attributes Thinker Communicator Risk-Taker | Learner Profile Attributes Knowledgeable Principled Reflective | Learner Profile Attributes Inquirer Thinker Risk Taker | Learner Profile Attributes Communicator Balanced Knowledgeable |