

Chappell Elementary School: Program of Inquiry (POI)

	SUBCATAGORIES	WHO WE ARE <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; and what it means to be human.)</i>	HOW THE WORLD WORKS <i>(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; and the impact of scientific and technological advances on society and on the environment.)</i>	HOW WE ORGANIZE OURSELVES <i>(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.)</i>	WHERE WE ARE IN PLACE AND TIME <i>(An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.)</i>	HOW WE EXPRESS OURSELVES <i>(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.)</i>	SHARING THE PLANET <i>(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.)</i>
Rev. 9/8/2016							
4k	Central Idea	Our physical and emotional characteristics make us who we are		Systems provide structure in our lives		People express themselves through the arts	Living things have needs for their survival
	Lines of Inquiry	1. Physical characteristics (form) 2. Similarities and differences between ourselves and others (connection) 3. Our emotions (causation)		1. Systems provide structure in our lives (form) 2. How people use different systems (function) 3. Consequences of using systems (causation)		1. The arts (form) 2. Tools used in the different arts (function) 3. How feelings can be shown through the arts (perspective)	1. Caring for plants (form) 2. Products from plants (change) 3. How the environment affects plant cycles (causation)
Kinder	Central Idea	Relationships influence how we learn and grow	Patterns help us understand the world around us	Communities are organized to meet needs	Homes reflect cultural influences and local conditions	Ideas and experiences can be shared through stories	Humans have a responsibility to care for the earth
	Lines of Inquiry	1. How relationships are developed (form) 2. Impact of rules and routines on relationships (causation) 3. Learning from our relationships (reflection)	1. Patterns in the natural world (weather, animals, day and night) (form) 2. Using patterns to make predictions (function) 3. Changes that affect patterns (change)	1. Roles, responsibilities and civic duties of community members (function) 2. Ways communities meet needs (connection) 3. Similarities and differences of communities (perspective)	1. Homes around the world (form) 2. Cultural influences on homes (perspective) 3. Factors that determine where people live (causation)	1. Ways stories can be shared around the world (form) 2. Strategies used to understand stories (function) 3. Stories evoke feelings and ideas (perspective)	1. Recycling different materials (form) 2. Reducing waste (change) 3. Our responsibility for the well-being of the environment (responsibility)
1st Grade	Central Idea	Making balanced choices about daily routines enables us to have a healthy lifestyle	People use processes in an effort to be more efficient	Educational pathways influence the development of humans	Learning about previous generations helps us understand the past and present relationships	People express their ideas through different forms of communication	Human actions have an impact on living things
	Lines of Inquiry	1. Daily habits and routines 2. Balanced choices 3. Consequences of our choices	1. Types and characteristics of processes (form) 2. Similarities and differences of processes in everyday life (connection) 3. Adjusting processes to improve efficiency (reflection)	1. Characteristics of a college, career, community ready humans (form) 2. Purpose of different educational pathways (function) 3. Expectations of education across cultures (perspective)	1. Ways to find out about the past (form) 2. Why some behaviors and practices have changed or remained the same over time (causation) 3. How aspects of the past still influence us today (reflection)	1. Importance of communication in our lives (connection) 2. Types of communication in culture and society (form) 3. The diverse ways people express themselves (perspective)	1. Characteristics of living things (form) 2. Cause and effect of human actions (change) 3. Human responsibility for the well-being of living things (responsibility)
2nd Grade	Central Idea	Motivation, effort and persistence may affect our growth mindset	Changes in matter affect our daily life	Organizations may facilitate change in communities	Human exploration has an impact on society	Culture impacts individuals' beliefs and behavior	People use conflict resolution to promote peace
	Lines of Inquiry	1. Differences between a fixed mind-set and a growth mindset (perspective) 2. Factors that influence motivation (causation) 3. Developing a growth mindset (reflection)	1. Structures and properties of matter (function) 2. Changing states of matter (change) 3. Ways we use matter (perspective)	1. Ways organizations function (form) 2. Actions taken by organizations (responsibility) 3. How organizations change communities (change)	1. Reasons people explore (function) 2. Tools used to assist exploration (form) 3. Impact of exploration and discoveries (connection)	1. Characteristics of culture (form) 2. How traditions are established and passed on (causation) 3. Reflecting on personal beliefs and behavior (reflection)	1. Types of conflict (form) 2. Cause and effect of conflict (perspective) 3. Methods to promote peace (responsibility)
3rd Grade	Central Idea	People's lives are influenced by the physical traits, beliefs, and values they inherit	Innovations can change humankind's efficiency	The structures of government determine how society functions	Physical geography has an impact on human interaction and settlement	Individuals express themselves through various forms of design	Animals' survival is impacted by internal and external factors
	Lines of Inquiry	1. Inherited traits from parents (function) 2. Similarities and differences of who we are (connection) 3. Personal beliefs and values lead to action (causation)	1. Innovations utilize scientific laws (connection) 2. The role of technology in innovation (function) 3. Effects of innovation on humankind (reflection)	1. Structure of the government (form) 2. Services provided by the different structures of government (function) 3. Similarities and differences of government structures around the world (perspective)	1. Physical features of global locations change over time (form) 2. Relationship between location and settlement (connection) 3. Physical environments' impact on human interactions (causation)	1. Types of design (graphic, fashion, metal, culinary, photography) (form) 2. Mathematics influence on design (connection) 3. Personal expressions influence design (perspective)	1. Internal and external factors (function) 2. Effects of environmental change (causation) 3. Role of adaption for survival (change)
4th Grade	Central Idea	External factors may influence our sense of self	Energy may be converted, transformed, and used to support human progress	The global economy is influenced by systems of supply and demand and trade	Events in the world impact human migration	Messages can be damaged or supported by the way in which they are expressed	Natural processes can lead to catastrophic events that impact people and the environment
	Lines of Inquiry	1. Impact of external factors (causation) 2. Process of decision making (responsibility) 3. Developing a sense of self (reflection)	1. Characteristics of energy (form) 2. Transfer of energy (function) 3. Ways humans use energy in everyday life (connection)	1. Cycle of supply and demand (causation) 2. Components of trade (form) 3. Economic interdependence among nations (connection)	1. Reasons why people migrate (causation) 2. Migration through history (change) 3. Impact of migration (perspective)	1. Ways messages are conveyed (form) 2. Enhancing our message (function) 3. Connecting your audience to the message (causation)	1. Causes of natural disasters (function) 2. Learning from the past (causation) 3. Preparing and responding to disasters (responsibility)
5th Grade	Central Idea	Protection of human rights is a shared responsibility	The engineering design process allows us to understand the world around us	Societies planning systems may affect the economic activity of a community	Civil unrest may lead to revolution and reform	Visual and multimedia elements can influence individual's perception of the world	Individuals may contribute to the world around them to create positive change
	Lines of Inquiry	1. Human rights (form) 2. Government and organizations role in protecting human rights (function) 3. Individuals role in protecting human rights (connection)	1. Types of science and engineering practices (form) 2. Chemical changes in the engineering design process (function) 3. Impact engineers have on the world (change)	1. Society planning systems (form) 2. The impact decisions have on a society (causation) 3. Communities response to decisions (perspective)	1. Types of civil unrest (form) 2. Opportunities and challenges of reform (causation) 3. Individual and group response to civil unrest (perspective)	1. Visual and multimedia elements (function) 2. Impact of visuals and multimedia on individuals (perspective) 3. Recognizing bias in visual and multimedia elements (reflection)	EXHIBITION