



Iroquois Point Elementary Program of Inquiry



Grade	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
	<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>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>	<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; the impact of scientific and technological advances on society and on the environment.</i>	<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>	<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>
K I N D E R G A R T E N	<p>Central idea: Choices affect the quality of life.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • how friends are made and kept • causes of conflict • consequences of choices <p>Key concepts: Connection, Responsibility, Function</p> <p>Transdisciplinary Skills: Social (resolving conflict) Self-Management (codes of behavior) Communication</p> <p>Learner Profile: Principled, Caring</p> <p>Attitudes: Respect, Cooperation</p>	<p>Central idea: Location influences lifestyle.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • why homes are different • how weather affects clothing • how people use their free time <p>Key concepts: Form, Connection, Reflection</p> <p>Transdisciplinary Skills: Research (presenting research data, formulating questions), Thinking (acquisition of knowledge), Self-Management (fine motor skills)</p> <p>Learner Profile: Reflective, Thinker</p> <p>Attitudes: Curiosity, Appreciation</p>	<p>Central idea: We express ourselves through celebrations.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • celebrations • ways people celebrate • how and why your family celebrate <p>Key concepts: Form, Perspective</p> <p>Transdisciplinary Skills: Social (respecting others), Research (observing, collecting data)</p> <p>Learner Profile: Communicator, Open-Minded</p> <p>Attitudes: Curiosity, Tolerance</p>	<p>Central idea: Exploration leads to new discoveries.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • exploring with the five senses • how scientists make discoveries • ways to describe explorations <p>Key concepts: Form, Reflection</p> <p>Transdisciplinary Skills: Research (observing, recording data) Thinking (acquisition of knowledge, analysis)</p> <p>Learner Profile: Risk Taker, Thinker</p> <p>Attitudes: Curiosity, Cooperation</p>	<p>Central idea: Communities are organized to meet people's needs.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • community health & safety workers • health and safety needs • school community <p>Key concepts: Function, Connection</p> <p>Transdisciplinary Skills: Thinking (application) Research (organizing data)</p> <p>Learner Profile: Inquirer, Balanced</p> <p>Attitudes: Respect, Integrity</p>	<p>Central idea: Transportation enables links between communities.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • types of transportation • how we get our stuff • reasons people use transportation <p>Key concepts: Connection, Form</p> <p>Transdisciplinary Skills: Research (presenting research data, formulating questions), Thinking (acquisition of knowledge) Self-Management (fine motor skills)</p> <p>Learner Profile: Knowledgeable, Reflective</p> <p>Attitudes: Creativity, Cooperation</p>



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FIRST GRADE	<p>Central idea: Balanced choices about our daily routine encourage a healthy lifestyle.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> •benefits of balanced daily routines •nutrition around the world •consequences of choices <p>Key concepts: Reflection, Perspective, Causation</p> <p>Transdisciplinary Skills: Thinking (analysis, synthesis), Self-Management (informed choices)</p> <p>Learner Profile: Balanced, Reflective</p> <p>Attitudes: Independence, Enthusiasm</p>	<p>Central idea: People throughout history influence change.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> •differences between fact and opinion •historical figures who have influenced history •people have influence on the place in which they live <p>Key concepts: Change, Connection, Form</p> <p>Transdisciplinary Skills: Research (formulating questions) Thinking (acquisition of knowledge, comprehension)</p> <p>Learner Profile: Inquirer, Open-minded</p> <p>Attitudes: Tolerance, Commitment</p>	<p>Central idea: Artists express thoughts and beliefs through various mediums.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> •elements of art evoke feelings •abstract and realistic art communicate a wide range of feelings •ways that individual beliefs influence artistic expression <p>Key concepts: Form, Perspective</p> <p>Transdisciplinary Skills: Social (respecting others), Communication (listening, viewing, speaking)</p> <p>Learner Profile: Open-Minded, Risk-Taker</p> <p>Attitudes: Empathy, Appreciation</p>	<p>Central idea: Unique features of plants and animals assist survival</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> •unique features that help plants and animals to survive •how living things of the same species differ from one another •how plants and animals adapt to their environments <p>Key concepts: Function, Change</p> <p>Transdisciplinary Skills: Thinking (analysis, synthesis), Research (recording data)</p> <p>Learner Profile: Inquirer, Communicator</p> <p>Attitudes: Curiosity, Appreciation</p>	<p>Central idea: Leaders and citizens in the community have the responsibility of contributing to the people who live and work there.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> •how communities are organized •responsibilities of community leaders •how citizens contribute to their communities <p>Key concepts: Function, Responsibility</p> <p>Transdisciplinary Skills: Self-Management (spatial awareness, codes of behavior, safety) Social (adopting a variety of group roles, cooperating, respecting others, resolving conflict)</p> <p>Learner Profile: Caring, Principled</p> <p>Attitudes: Respect, Cooperation</p>	<p>Central idea: The increasing rate of environmental pollution causes a continued need for innovation and waste management.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> •how people pollute the environment •methods of managing waste •effects of pollution on the environment <p>Key concepts: Change, Responsibility</p> <p>Transdisciplinary Skills: Research (recording data, organizing data, interpreting data) Thinking (synthesis, evaluation)</p> <p>Learner Profile: Risk-taker, Inquirer</p> <p>Attitudes: Creativity, Confidence</p>



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SECOND GRADE	<p>Central idea: Family structures and responsibilities may vary, but human needs can be met within most families.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> family structures human needs responsibilities of different family members in meeting human needs <p>Key concepts: Responsibility, Function, Reflection</p> <p>Transdisciplinary Skills: Social (group decision making, cooperating) Communication (speaking, listening)</p> <p>Learner Profile: Caring, Open-Minded</p> <p>Attitudes: Tolerance, Appreciation</p>	<p>Central idea: Using maps help us to learn about communities.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> types and purposes of maps man-made and natural features of a community similarities and differences of places in the world <p>Key concepts: Form, Function, Connection</p> <p>Transdisciplinary Skills: Communication (listening, speaking, writing) Thinking (application, analysis)</p> <p>Learner Profile: Communicator, Open-minded</p> <p>Attitudes: Cooperation, Confidence</p>	<p>Central idea: Dance requires understanding musical interpretations & physical movements.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> elements of dance interpreting feelings and ideas through dance similarities and differences of cultural dances <p>Key concepts: Perspective, Connection</p> <p>Transdisciplinary Skills: Social (cooperating, respecting others, group decision-making) Self-management (gross motor and spatial skills)</p> <p>Learner Profile: Balanced, Risk-taker</p> <p>Attitudes: Enthusiasm, Independence</p>	<p>Central idea: The world around us is composed of matter which can go through various changes.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> properties of matter how matter changes how characteristics of matter determine their use <p>Key concepts: Change, Causation</p> <p>Transdisciplinary Skills: Thinking (acquisition of knowledge, comprehension), Research (observing, formulating questions)</p> <p>Learner Profile: Knowledgeable, Inquirer</p> <p>Attitudes: Curiosity, Creativity</p>	<p>Central idea: Resources impact the production and exchange of goods and services.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> how humans use goods and services different types of resources how scarcity impacts trade <p>Key concepts: Function, Perspective, Causation,</p> <p>Transdisciplinary Skills: Thinking (acquisition of knowledge, comprehension, synthesis) Self-management</p> <p>Learner Profile: Thinker, Reflective</p> <p>Attitudes: Commitment, Integrity</p>	<p>Central idea: The interdependence of animals and plants is determined by the conditions of the habitat they live in.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> characteristics of habitats interdependence of plants and animals conservation of plants and animals <p>Key concepts: Form, Connection, Reflection</p> <p>Transdisciplinary Skills: Thinking (application, synthesis) Research (collecting data, recording data, organizing data)</p> <p>Learner Profile: Principled, Caring</p> <p>Attitudes: Empathy, Respect</p>



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T H I R D G R A D E	<p>Central idea: Citizenship extends rights but with these rights come responsibilities.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Rights and responsibilities of citizenship • Attributes of good citizenship • Differences between rules and laws • Purposes of rules and laws <p>Key concepts: Function, Causation, Responsibility</p> <p>Transdisciplinary Skills: Self-Management (codes of behavior, safety), Social (accepting responsibility, adopting a variety of group's roles)</p> <p>Learner Profile: Principled, Caring</p> <p>Attitudes: Integrity, Independence</p>	<p>Central idea: Each society educates its children.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • educational systems around the world • cultural influences in educational systems • educational concerns of the present vs. past <p>Key concepts: Connection, Causation</p> <p>Transdisciplinary Skills: Thinking (acquisition of knowledge, comprehension, application, dialectical thought) Communication (listening, speaking, reading, writing, viewing, presenting)</p> <p>Learner Profile: Open-minded, Knowledgeable</p> <p>Attitudes: Commitment, Tolerance</p>	<p>Central idea: The message communicated through art is influenced by the viewer's perspective.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • elements of art • elements of drama and music • visual/emotional perspective <p>Key concepts: Form, Perspective</p> <p>Transdisciplinary Skills: Thinking (analysis, application), Communication (writing, viewing, presenting)</p> <p>Learner Profile: Communicator, Risk Taker</p> <p>Attitudes: Creativity, Confidence</p>	<p>Central idea: Scientific inquiry leads to new understandings.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • importance of asking questions • process used for investigations • ways to share new understandings <p>Key concepts: Form, Reflection</p> <p>Transdisciplinary Skills: Self-Management (safety, time management) Research (formulating questions, observing, collecting data)</p> <p>Learner Profile: Inquirer, Reflective</p> <p>Attitudes: Cooperation, Curiosity</p>	<p>Central idea: Economics help determine how a population is supported.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • why we have money • types of money systems • budgeting money (family & government) <p>Key concepts: Change, Perspective</p> <p>Transdisciplinary Skills: Communication (listening, speaking, reading, writing, viewing, presenting, non-verbal communication) Social (accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles)</p> <p>Learner Profile: Balanced, Thinker</p> <p>Attitudes: Cooperation, Enthusiasm</p>	<p>Central idea: The availability of resources affects regional development.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • resources and their origins • how regional development is affected by a change in resources • modifications of physical environments and their effects <p>Key concepts: Causation, Connection</p> <p>Transdisciplinary Skills: Communication (listening, speaking, reading, writing, viewing, presenting, non-verbal communication) Thinking (acquisition of knowledge, comprehension, application, analysis, synthesis)</p> <p>Learner Profile: Knowledgeable, Caring</p> <p>Attitudes: Empathy, Respect, Integrity</p>



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FOURTH GRADE	<p>Central idea: Understanding heritage preserves culture</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> •cultural heritage and ancestry •ancestral homeland (origin) research •traditions, customs, beliefs, & values <p>Key concepts: Connection, Perspective</p> <p>Transdisciplinary Skills: Social (respecting others), Communication (listening and speaking, writing, viewing and presenting)</p> <p>Learner Profile: Open-minded, Reflective</p> <p>Attitudes: Appreciation, Curiosity, Respect</p>	<p>Central idea: Human migration occurs because of needs and wants.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> •types of migration (pre-modern, modern, contemporary) •causes of human migration •effects of human migration <p>Key concepts: Form, Causation, Change</p> <p>Transdisciplinary Skills: Communication (presenting), Research (interpreting data)</p> <p>Learner Profile: Risk-taker, Communicator</p> <p>Attitudes: Tolerance, Commitment</p>	<p>Central idea: Self-expression is changed by outside influences.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> •forms of expression •ancient/modern, pre/post contacts with westerners •appreciation and deep understanding through the application of values <p>Key concepts: Change, Causation</p> <p>Transdisciplinary Skills: Social (respecting others), Self-Management (gross and fine motor skills, organization)</p> <p>Learner Profile: Balanced, Caring</p> <p>Attitudes: Creativity, Appreciation</p>	<p>Central idea: Earth structures are changed by natural processes.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> •earth structure •slow vs. fast processes •effects of slow and fast processes •natural disasters <p>Key concepts: Function, Causation</p> <p>Transdisciplinary Skills: Research (collecting data), Social (group decision making), Thinking (analysis), Communication (skills speaking)</p> <p>Learner Profile: Knowledgeable, Thinker, Inquirer</p> <p>Attitudes: Cooperation, Empathy</p>	<p>Central idea: Society is influenced by authority.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> •how power is acquired •how power/authority is used •factors that influence change in authority <p>Key concepts: Connection, Perspective, Responsibility</p> <p>Transdisciplinary Skills: Research (collecting data, organize data, presenting research findings), Communication (speaking, writing)</p> <p>Learner Profile: Risk Taker, Principled</p> <p>Attitudes: Cooperation, Integrity, Tolerance</p>	<p>Central idea: There is interdependence between humans & nature.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> •water as a finite resource •conservation/preservation •importance of interdependence <p>Key concepts: Connection, Causation, Responsibility</p> <p>Transdisciplinary Skills: Thinking (acquisition of knowledge, comprehension, analysis), Research (planning, collecting data, organizing data, presenting data)</p> <p>Learner Profile: Knowledgeable, Thinker, Inquirer</p> <p>Attitudes: Curiosity, Enthusiasm, Independence</p>



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FIFTH GRADE	<p>Central idea: The human body has systems that work interdependently to sustain life.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • human body structure and how its systems interact with each other • how environmental conditions and inherited traits affect the human body • how life choices change the human body <p>Key concepts: Form, Function, Connection</p> <p>Transdisciplinary Skills: Thinking (acquisition of knowledge, comprehension, application) Self-management (organization, healthy lifestyle, informed choices)</p> <p>Learner Profile: Knowledgeable, Balanced</p> <p>Attitudes: Respect, Cooperation, Tolerance</p>	<p>Central idea: Global exploration shapes people's ways of life.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • native peoples of the past • motivation for exploration • impact of cultural exchange <p>Key concepts: Causation, Perspective, Change</p> <p>Transdisciplinary Skills: Communication (writing, reading), Social (adopting a variety of group roles, cooperating)</p> <p>Learner Profile: Communicator, Risk-Taker</p> <p>Attitudes: Curiosity, Appreciation</p>	<p>Central idea: People express opinions about a person, an event, or an issue in different ways.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Background experiences shapes your response • Artistic expression • Written expression • Spoken expression <p>Key concepts: Change, Responsibility</p> <p>Transdisciplinary Skills: Social (accepting responsibility, respecting others, resolving conflict, group decision-making, adapting a variety of group roles) Communication (listening, speaking, reading, writing, viewing, presenting, non-verbal communication)</p> <p>Learner Profile: Thinker, Open-minded</p> <p>Attitudes: Independence, Appreciation</p>	<p>Central idea: How energy is used impacts society and the environment.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How energy most effectively transfers from one object to another. • Forms of energy • Human innovations impact our environment <p>Key concepts: Connection, Function, Causation</p> <p>Transdisciplinary Skills: Communication (recording information and observations) Research (formulating questions, observing, recording data, and interpreting data)</p> <p>Learner Profile: Inquirer, Thinker</p> <p>Attitudes: Confidence, Creativity, Enthusiasm</p>	<p>Central idea: A community's success is determined by interactions of people and their environment.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Geography influences people's lifestyle • Religion drives beliefs and actions • Economy is determined by local and global needs and wants <p>Key concepts: Causation, Responsibility, Reflection</p> <p>Transdisciplinary Skills: Self-Management (organization, codes of behavior, informed choices) Research (collecting data, organizing data)</p> <p>Learner Profile: Reflective, Balanced</p> <p>Attitudes: Commitment, Cooperation</p>	<p>Central idea: Balance among and within ecosystems is essential to sustaining life.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Cycle of energy in an ecosystem (producer, consumer, and decomposer) • Interdependent relationships of cycles of matter • How human interaction with the environment can affect the balance of systems. <p>Key concepts: Change, Responsibility, Reflection</p> <p>Transdisciplinary Skills: Research (collecting data, recording data, organizing data) Thinking (application, synthesis)</p> <p>Learner Profile: Caring, Principled</p> <p>Attitudes: Empathy, Integrity</p>



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SIXTH GRADE	<p>Central idea: Membership in social organizations reflects and creates personal identity.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • social organizations • functions within social organizations • purpose and structure of local and global social organizations <p>Key concepts: Function, Connection, Responsibility</p> <p>Transdisciplinary Skills: Social Research</p> <p>Learner Profile: Inquirer, Balanced, Knowledgeable</p> <p>Attitudes: Empathy, Cooperation</p>	<p>Central idea: Trade drives discovery and development.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • major voyages of exploration • successes and challenges of trade and trade routes • how trade impacts development <p>Key concepts: Change, Connection, Causation</p> <p>Transdisciplinary Skills: Research (collecting data, presenting research findings) Communication (Presenting) Self-management (time management)</p> <p>Learner Profile: Inquirer, Communicator, Risk-taker</p> <p>Attitudes: Creativity, Cooperation, Commitment</p>	<p>Central idea: A civilization's identity is revealed through its artifacts and architectural remains.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • civilizations of the Americas • architectures from different civilizations • artifacts from different civilizations <p>Key concepts: Form, Perspective, Reflection</p> <p>Transdisciplinary Skills: Thinking Self-management</p> <p>Learner Profile: Communicator, Reflective, Caring</p> <p>Attitudes: Independence, Appreciation, Integrity</p>	<p>Central idea: Principles of natural world laws and scientific and technological advances lead to exploration.</p> <p>Key concepts: Form, Change</p> <p>Transdisciplinary Skills: Communication (speaking, writing, presenting) Social (group decision-making)</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • process of the scientific method • application of scientific principles • advances in space and technology <p>Learner Profile: Balanced, Thinker, Principled</p> <p>Attitudes: Confidence, Curiosity, Enthusiasm</p>	<p>Central idea: Non-secular beliefs shape civilizations.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • how non-secular beliefs shape civilizations • major non-secular beliefs and their components • impact of different perspectives on society <p>Key concepts: Causation, Connection, Perspective</p> <p>Transdisciplinary Skills: Research (formulating questions, observing, collecting data) Thinking (dialectical thought, evaluation, synthesis)</p> <p>Learner Profile: Knowledgeable, Open-minded</p> <p>Attitudes: Tolerance, Respect, Empathy</p>	<p>EXHIBITION</p> <p>Culminating PYP experience for all grade 6 students to be held on Thursday, March 12, 2015.</p>