

RIVER OAKS ELEMENTARY PROGRAMME OF INQUIRY 2018-2019

	Who We Are 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.	Where We are in Place and Time 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.	How We Express Ourselves 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.	How the World Works 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.	How We Organize Ourselves 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.	Sharing the Planet An inquiry into the 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.
Kindergarten ~ 5/6 year olds	<p>There are similarities and differences among all humans.</p> <p><u>Lines of inquiry:</u> *Physical attributes of humans *Choices people make * How families differ</p> <p><u>Key Concepts:</u> *Form, Connection, Perspective</p> <p><u>Related Concepts:</u> *Diversity</p> <p><u>Focus:</u> personal, physical, mental, social and spiritual health</p> <p><u>Timeline:</u> 2</p>	<p>Needs and wants of people vary based on a variety of factors.</p> <p><u>Lines of inquiry:</u> *factors that influence needs and wants *similarities and differences of needs and wants *how needs and wants change over time</p> <p><u>Key Concepts:</u> *Change, Responsibility</p> <p><u>Related Concepts:</u> *Adaptation</p> <p><u>Focus:</u> our personal histories, local and global perspectives</p> <p><u>Timeline:</u> 6</p>	<p>Celebrations have common themes and visual representations that have meaning.</p> <p><u>Lines of inquiry:</u> *Why we celebrate *How we celebrate *Similarities and differences between celebrations</p> <p><u>Key Concepts:</u> *Form, Function, Connection</p> <p><u>Related Concepts:</u> *Traditions</p> <p><u>Focus:</u> the ways in which we discover and express ideas, feelings, nature, beliefs and values</p> <p><u>Timeline:</u> 3</p>	<p>Scientists explore the world through observation and experimentation.</p> <p><u>Lines of inquiry:</u> *Ways to study objects *The role of predictions *Methods for collecting and recording information</p> <p><u>Key Concepts:</u> * Causation, Change, Reflection</p> <p><u>Related Concepts:</u> * Patterns, Prediction</p> <p><u>Focus:</u> the natural world; the interaction between the natural world and human societies</p> <p><u>Timeline:</u> 4</p>	<p>Everyone has roles and responsibilities as a member of a community.</p> <p><u>Lines of inquiry:</u> *What a community is *Roles, responsibilities, and tools *How community members work together</p> <p><u>Key Concepts:</u> *Form, Function, Connection</p> <p><u>Related Concepts:</u> *Relationships</p> <p><u>Focus:</u> human-made systems and communities</p> <p><u>Timeline:</u> 1</p>	<p>Living things have unique characteristics which determine their role in the world.</p> <p><u>Lines of inquiry:</u> *Characteristics of living things *How living things are divided into groups *Similarities and differences of living things</p> <p><u>Key Concepts:</u> *Form, Causation</p> <p><u>Related Concepts:</u> *Structure</p> <p><u>Focus:</u> communities and of the relationships within and between them</p> <p><u>Timeline:</u> 5</p>
1st grade ~ 6/7 year olds	<p>Group membership influences who we become.</p> <p><u>Lines of inquiry:</u> *The groups we belong to *The characteristics of different groups *The influence of these groups on who we are</p> <p><u>Key Concepts:</u> *Connection, Perspective, Reflection</p> <p><u>Related Concepts:</u> *Relationships</p> <p><u>Focus:</u> human relationships including families, friends, communities and cultures</p> <p><u>Timeline:</u> 1</p>	<p>Tools can be utilized to understand and explore the world.</p> <p><u>Lines of inquiry:</u> Natural and man-made tools How tools assist with orientation Purpose of the tool</p> <p><u>Key Concepts:</u> *Form, Function</p> <p><u>Related Concepts:</u> * Geography</p> <p><u>Focus:</u> orientation in place and time</p> <p><u>Timeline:</u> 3</p>	<p>Communication is an expression of thoughts, experiences, and feelings.</p> <p><u>Lines of inquiry:</u> *Genres of poetry *How poems convey meaning *How poets express themselves through their work</p> <p><u>Key Concepts:</u> *Form, Function</p> <p><u>Related Concepts:</u> * Structure</p> <p><u>Focus:</u> the ways in which we reflect on, extend and enjoy our creativity</p> <p><u>Timeline:</u> 5</p>	<p>Inventions and investigations are actions that can bring change to the world.</p> <p><u>Lines of inquiry:</u> *What drives scientists to experiment *how science influences inventions and investigations *how inventions and investigations change over time *the effects of inventions and investigations on daily life.</p> <p><u>Key Concepts:</u> * Causation, Change</p> <p><u>Related Concepts:</u> * Innovation, Technology</p> <p><u>Focus:</u> the impact of technological advances on society</p> <p><u>Timeline:</u> 6</p>	<p>Living things organize themselves in different ways.</p> <p><u>Lines of inquiry:</u> *Types of communities *The interdependence of communities *Goods and services within a community</p> <p><u>Key Concepts:</u> *Form, Connection</p> <p><u>Related Concepts:</u> *Systems</p> <p><u>Focus:</u> the interconnectedness of human-made systems and communities</p> <p><u>Timeline:</u> 2</p>	<p>Adaptations allow living things to survive in an environment.</p> <p><u>Lines of inquiry:</u> *types of behaviours and adaptations *ways adaptations contribute to survival *interdependence within an environment</p> <p><u>Key Concepts:</u> *Causation, Connection, Responsibility</p> <p><u>Related Concepts:</u> *Resources, Consequences</p> <p><u>Focus:</u> rights and responsibilities in the struggle to share finite resources</p> <p><u>Timeline:</u> 4</p>

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2nd grade ~ 7/8 year olds	<p>Different systems are at work within the human body.</p> <p><u>Lines of inquiry:</u> *The systems of the human body *The relationship between and among systems *The importance of healthy systems</p> <p><u>Key Concepts:</u> *Form, Function, Connection</p> <p><u>Related Concepts:</u> *Systems</p> <p><u>Focus:</u> the nature of self; physical health</p> <p><u>Timeline:</u> 4</p>	<p>History is defined by the actions of individuals.</p> <p><u>Lines of inquiry:</u> *Reasons people take action *How individuals have impacted society *The effects of action over time</p> <p><u>Key Concepts:</u> *Perspective, Responsibility, Reflection</p> <p><u>Related Concepts:</u> *History</p> <p><u>Focus:</u> the relationship between and the inter-connectedness of individuals and civilizations</p> <p><u>Timeline:</u> 6</p>	<p>Stories are a reflection of humankind.</p> <p><u>Lines of inquiry:</u> *Folktales, legends and myths *Morals *How stories reflect a culture</p> <p><u>Key Concepts:</u> *Connection, Perspective, Reflection</p> <p><u>Related Concepts:</u> *Elements</p> <p><u>Focus:</u> the ways in which express ideas, feelings, nature, culture, beliefs and values</p> <p><u>Timeline:</u> 3</p>	<p>The natural world is made up of cycles.</p> <p><u>Lines of inquiry:</u> *Forms of cycles *Conditions that support cycles *Conditions that disrupt cycles</p> <p><u>Key Concepts:</u> *Form, Function, Change</p> <p><u>Related Concepts:</u> *Cycles, Transformation</p> <p><u>Focus:</u> the natural world and its laws; the interaction between the natural world and human societies</p> <p><u>Timeline:</u> 5</p>	<p>Rules and laws can establish order in the universe.</p> <p><u>Lines of inquiry:</u> *Differences between rules and laws *Effects of rules and laws on order *How laws differ between countries</p> <p><u>Key Concepts:</u> * Causation, Responsibility, Perspective</p> <p><u>Related Concepts:</u> *Order, Consequences, Culture</p> <p><u>Focus:</u> the interconnectedness of human-made systems and communities</p> <p><u>Timeline:</u> 1</p>	<p>Scarcity of resources reveals the interconnectedness of the world.</p> <p><u>Lines of inquiry:</u> *How living things use water *Water as a finite resource *Water conservation *The impact of water scarcity on the world</p> <p><u>Key Concepts:</u> *Causation, Responsibility, Perspective</p> <p><u>Related Concepts:</u> *Conservation, Pollution</p> <p><u>Focus:</u> rights and responsibilities in the struggle to share finite resources with other living things</p> <p><u>Timeline:</u> 2</p>
3rd grade ~ 8/9 year olds	<p>Culture and environment motivates choice.</p> <p><u>Lines of Inquiry:</u> *How culture influences choice *The role of availability in choice *The effects of change in an environment</p> <p><u>Key Concepts:</u> Responsibility, perspective, change</p> <p><u>Related Concepts:</u> Diversity, family, traditions, choice, sustainability</p> <p><u>Focus:</u> Personal and physical health; relationships including families and cultures; rights and responsibilities</p> <p><u>Timeline:</u> 2</p>	<p>The past informs the world of today.</p> <p><u>Lines of inquiry:</u> *The past as a concept of time *Primary sources *How the past informs the present and the future</p> <p><u>Key Concepts:</u> *Change, Connection, Perspective</p> <p><u>Related Concepts:</u> *Civilizations</p> <p><u>Focus:</u> the inter-connectedness of individuals and civilizations, from local and global perspectives</p> <p><u>Timeline:</u> 4</p>	<p>The arts facilitate expression.</p> <p><u>Lines of inquiry:</u> *Forms of expression *Art as a means of expression *The influence of emotions within the arts</p> <p><u>Key Concepts:</u> *Change, Perspective, Reflection</p> <p><u>Related Concepts:</u> *Expression, Choice</p> <p><u>Focus:</u> the ways in which we express ideas; our appreciation for the aesthetics</p> <p><u>Timeline:</u> 6</p>	<p>Inquiry leads to discovery and the acquisition of knowledge.</p> <p><u>Lines of inquiry:</u> *Structures that support inquiry *Effective Questioning *The process of discovery</p> <p><u>Key Concepts:</u> *Causation, Connection, Reflection</p> <p><u>Related Concepts:</u> *Sequences, Impact, Evidence</p> <p><u>Focus:</u> the nature of the self; what it means to be human</p> <p><u>Timeline:</u> 1</p>	<p>Communities develop based on the needs of those that reside there.</p> <p><u>Lines of inquiry:</u> *Micro vs. Macro communities *Components of a community *The role of an individual in a community * Interconnectedness of the community</p> <p><u>Key Concepts:</u> *Function, Connection, Responsibility</p> <p><u>Related Concepts:</u> *Roles, Employment, Economic Systems</p> <p><u>Focus:</u> the structure and function of organizations, eco. activities and their impact on humankind</p> <p><u>Timeline:</u> 5</p>	<p>Organisms depend on balance in the environment.</p> <p><u>Lines of inquiry:</u> *The function of balance in the world *How access to natural resources affects human communities * How the use of natural resources by human communities affects the natural world</p> <p><u>Key Concepts:</u> *Causation, Change, Responsibility</p> <p><u>Related Concepts:</u> *Adaptations, Subjectivity</p> <p><u>Focus:</u> rights and responsibilities in the struggle to share finite resources with other living things</p> <p><u>Timeline:</u> 3</p>

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4th grade ~ 9/10 year olds	<p>Beliefs, values and heritage contribute to our personal story.</p> <p><u>Lines of inquiry:</u> *Beliefs and Values *The role cultural heritage plays in our story *Cause and effect *The relationship between past, present and future</p> <p><u>Key Concepts:</u> *Causation, Connection, Reflection</p> <p><u>Related Concepts:</u> *Identity, Diversity</p> <p><u>Focus:</u> the nature of the self; beliefs and values</p> <p><u>Timeline:</u> 1</p>	<p>Exploration is a response to human circumstances, challenges and the environment.</p> <p><u>Lines of inquiry:</u> *What drives human exploration *Curiosity *The Action Cycle</p> <p><u>Key Concepts:</u> *Causation, Change, Responsibility</p> <p><u>Related Concepts:</u> *Exploration</p> <p><u>Focus:</u> the discoveries, explorations and migrations of humankind</p> <p><u>Timeline:</u> 3</p>	<p>Technology has changed the way humans communicate with each other and the world.</p> <p><u>Lines of inquiry:</u> * The evolution of media * Social media * Intent and responsibility in communication * Effects of communication on society</p> <p><u>Key Concepts:</u> *Change, Perspective, Responsibility</p> <p><u>Related Concepts:</u> *Impact, Conflict, Interdependence</p> <p><u>Focus:</u> the ways in which we express ideas; the ways in which we reflect on , extend and enjoy our creativity</p> <p><u>Timeline:</u> 6</p>	<p>Resources stimulate and challenge the economic development of a location.</p> <p><u>Lines of inquiry:</u> * Sources and forms of energy * Conservation of resources * Economic development *Balance between resources and the economy</p> <p><u>Key Concepts:</u> *Form, Function, Change</p> <p><u>Related Concepts:</u> *Systems, Transformation of Energy</p> <p><u>Focus:</u> the natural world and it's laws</p> <p><u>Timeline:</u> 4</p>	<p>Systems have a structure and provide purpose to an environment.</p> <p><u>Lines of inquiry:</u> *Forms and structure of systems *Function of systems *The relationship between a system the environment</p> <p><u>Key Concepts:</u> *Form, Function, Responsibility</p> <p><u>Related Concepts:</u> *Rights, Structure</p> <p><u>Focus:</u> the interconnectedness of human-made systems and communities</p> <p><u>Timeline:</u> 2</p>	<p>Population growth is changing and challenging our world.</p> <p><u>Lines of Inquiry:</u> *Causes and effects of population change * Demographic trends *Environmental implications of population growth</p> <p><u>Key Concepts:</u> * Causation, Change, Connection, Responsibility</p> <p><u>Related Concepts:</u> * Consequences, Impact, Interdependence</p> <p><u>Focus:</u> rights and responsibilities in the struggle to share finite resources with other people and with other living things</p> <p><u>Timeline:</u> 5</p>
5th grade ~ 10/11 year olds	<p>People rebel against authority as a way to define themselves.</p> <p><u>Lines of inquiry:</u> *Reasons for rebellion *Ways people rebel *Defining results of rebellion</p> <p><u>Key Concepts:</u> *Form, Causation, Change</p> <p><u>Related Concepts:</u> * Conflict, Authority</p> <p><u>Focus:</u> the nature of the self; of our beliefs and values; our rights and responsibilities</p> <p><u>Timeline:</u> 3</p>	<p>Systems are established to drive development.</p> <p><u>Lines of inquiry:</u> *Economic systems *The impact of supply and demand *Advantages and disadvantages of economic systems</p> <p><u>Key Concepts:</u> * Function, Connection, Perspective</p> <p><u>Related Concepts:</u> * Systems, Economics</p> <p><u>Focus:</u> the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</p> <p><u>Timeline:</u> 2</p>	<p>Expression through the arts can communicate personal passion.</p> <p><u>Lines of inquiry:</u> * Artistic mediums * The role art plays in communication *Artist statements</p> <p><u>Key Concepts:</u> connection, perspective, responsibility</p> <p><u>Related Concepts:</u> structure, expression, influence</p> <p><u>Focus:</u> 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.</p> <p><u>Timeline:</u> 6</p>	<p>Forces impact people and the environment.</p> <p><u>Lines of inquiry:</u> *Types of Forces *The impact of exploration on societies *Forces that alter the physical environment</p> <p><u>Key Concepts:</u> *Form, Change, Causation</p> <p><u>Related Concepts:</u> * Consequences</p> <p><u>Focus:</u> the interaction between the natural world (physical and biological) and human societies'</p> <p><u>Timeline:</u> 1</p>	<p>Interpretation drives decision making.</p> <p><u>Lines of inquiry:</u> *The purpose for creating and analyzing data *forms of data presentation *How data drives decision-making *Bias</p> <p><u>Key Concepts:</u> * Connection, Reflection, Perspective</p> <p><u>Related Concepts:</u> * Trends, Interpretation, Application</p> <p><u>Focus:</u> the interconnectedness of human-made systems and communities; societal decision-making</p> <p><u>Timeline:</u> 4</p>	<p>Interdependence shapes relationships.</p> <p><u>Lines of inquiry:</u> *Biotic and a-biotic interactions in an ecosystem *Traits and behaviors connected to survival *Human impact on ecosystems</p> <p><u>Key Concepts:</u> *Change, Connection, Responsibility</p> <p><u>Related Concepts:</u> *Interdependence, Ecosystems, Adaptations</p> <p><u>Focus:</u> the natural world and its laws; the interaction between the natural world and human societies.</p> <p><u>Timeline:</u> 5</p>

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