

4th Grade Program of Inquiry

<p>6 Who We Are</p> <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>2 Where We Are in Place & Time</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>1 How We Express Ourselves</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 the aesthetic</p>	<p>3 How the World Works</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>5 How We Organize Ourselves</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>4 Sharing the Planet</p> <p>An inquiry into our 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>Central idea: Rights and responsibilities define our beliefs and values.</p> <p>Key concepts & Lines of inquiry: Form: Process Function: Rights Responsibility: Action</p> <p>Related Concepts: systems, balance, interdependence</p> <p>Learner Profile attributes: principled, knowledgeable, open-minded</p>	<p>Central idea: People define themselves as a result of their experiences.</p> <p>Key concepts & Lines of inquiry: Causation: Choices Perspective: Time Change: Experiences</p> <p>Related concepts: uniqueness, commonality, characteristics</p> <p>Learner Profile attributes: inquirers, communicators, reflective</p>	<p>Central idea: People reflect their knowledge through communication.</p> <p>Key concepts & Lines of inquiry: Form: Different forms of communication Change: The evolution of communication Connection: The different ways that humans communicate knowledge</p> <p>Related Concepts: values, beliefs, exchange, discovery</p> <p>Learner Profile attributes: communicators, risk-taker, open-minded</p>	<p>Central idea: The evolution of tools transforms our civilization.</p> <p>Key concepts & Lines of inquiry: Causation: Causes of the evolution of tools Change: Changes in civilization Perspective: Interpretations and perceptions</p> <p>Related Concepts: organization, adaptation, discovery, innovation</p> <p>Learner Profile attributes: risk-taker, balanced, reflective</p>	<p>Central idea: People adapt to their environment due to their employment.</p> <p>Key concepts & Lines of inquiry: Causation: Economy Function: Humankind adaptation Perspective: Risk/ Stability</p> <p>Related Concepts: labor, choice, competition</p> <p>Learner Profile attributes: thinker, inquirer, caring</p>	<p>Central idea: Interaction between community members can promote changes in our planet.</p> <p>Key concepts & Lines of inquiry: Responsibility: Our responsibility to the Earth Perspective: Natural phenomena can affect perception Change: Change in the community through human interaction</p> <p>Related concepts: populations, relationships, pattern Learner Profile attributes: caring, reflective, knowledgeable</p>