

BRIARMEADOW CHARTER SCHOOL PROGRAMME OF INQUIRY 2024-2025

	Who We Are An inquiry into the nature of the self; beliefs and values; personal physical, mental, social and spiritual health; human relationships, 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 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, feeling, 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.
Pr e - K	Central Idea: There are different ways to be a family. Lines of Inquiry: *The characteristics of a family *Responsibilities within a family *What makes families unique Specified Concepts: Form Responsibility Connection Learner Profile: Caring, Principled, Communicator Focus: human relationships		Central Idea: Our actions, tone of voice, and words express our feelings. Lines of Inquiry: *How actions, tone of voice, and words express feelings and ideas *How body language expresses our feelings *How the order of words shapes our messages Specified Concepts: Function Causation Connection Learner Profile: Communicator, Risk-Takers, Open-Minded, Balanced Focus: Ways we discover and express ideas	Central Idea: Building materials help humans meet their needs. Lines of Inquiry: *The attributes of building materials *The purpose of building materials *How the environment impacts the materials we use Specified Concepts: Form Function Causation Learner Profile: Knowledgeable, Thinker Focus: the impact of scientific and technological advances	Central Idea: Roles in the community serve a purpose. Lines of Inquiry: *Roles of people in the community *How community helpers affect others *Responsibilities of community helpers Specified Concepts: Form Function Responsibility Learner Profile: Inquirers, Reflective, Knowledgeable Focus: human-made systems and communities	
Ki n d e r g a r t e n	Central Idea: Understanding our feelings can help us communicate and connect with others. Lines of Inquiry: *How to identify feelings * How to empathize with others feelings Specified Concepts: Function Connection Perspective Learner Profile: Caring, Reflective, Communicators Focus: human relationships	Central Idea: Personal journeys lead to change. Lines of Inquiry: *How others have changed *Our own personal changes *Changes that occur in the natural world Specified Concepts: Form, change, perspective Learner Profile: Balanced, Reflective, Risk-Takers Focus: Personal histories	Central Idea: Patterns organize our world. Lines of Inquiry: *How patterns work *Pattern elements across contexts Specified Concepts: Form Connection Function Learner Profile: Open-minded, Communicators Focus: discover and express ideas, feelings, culture		Central Idea: Rules and routines can help communities cooperate. Lines of Inquiry: *What a community is *How a community works *Responsibilities of a community member Specified Concepts: Form, Function, Responsibility Learner Profile: Principled, Caring, Knowledgeable Focus: structure and function of organizations	Central Idea: Living things have needs that must be met to survive. Lines of Inquiry: *Characteristics of living things *The difference between wants and needs *How living things interact with each other Specified Concepts: Form Change Connection Learner Profile: Inquirer,s Thinkers Focus: relationships within communities

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1 st Grade	<p>Central Idea: Peaceful relationships are created through understanding and respect.</p> <p>Lines of Inquiry *What peace is *Understanding others’ viewpoints *How others create peace</p> <p>Specified Concepts: form, perspective, function</p> <p>Learner Profile: Principled, Balanced Communicators</p> <p>Focus: Human relationships including families, friends, communities & cultures</p>	<p>Central Idea: Homes are a reflection of location.</p> <p>Lines of Inquiry *The form and function of a home *How location determines lifestyle *Connection between home and geography</p> <p>Specified Concepts: Form Function Connection</p> <p>Learner Profile: Inquirers, Open-Minded</p> <p>Focus: Place, homes, local and global perspective</p>	<p>Central Idea: Different cultures express their beliefs and values through their celebrations.</p> <p>Lines of Inquiry: *Characteristics of celebrations *Why people participate in celebrations *How similarities link us together</p> <p>Specified Concept: Form, Causation, Connection</p> <p>Learner Profile: Open-minded, Caring</p> <p>Focus: culture, beliefs, values</p>	<p>Central Idea: Scientists investigate in order to identify and predict change.</p> <p>Lines of Inquiry: *What scientists do *Why scientists investigate</p> <p>Specified Concepts: Function, Causation</p> <p>Learner Profile: Risk-takers, Inquirers, Thinkers</p> <p>Focus: How humans use their understanding of scientific principles</p>	<p>Central Idea: Choices made in selecting goods and services contribute to maintaining a community.</p> <p>Lines of Inquiry: *Families meet their needs in different ways *Ways people exchange goods and services *The responsibility to help others in the community</p> <p>Specified Concepts: Function, Responsibility</p> <p>Learner Profile: Thinkers, Knowledgeable, Reflective</p> <p>Focus: Economic activities & societal decision making</p>	<p>Central Idea: Habitats provide resources for organisms.</p> <p>Lines of Inquiry: *How habitats provide resources *The relationship between habitats and organisms *How human interaction can help or harm organisms</p> <p>Specified Concepts: Function, Connection, Change</p> <p>Learner Profile: Knowledgeable, Balanced, Thinker</p> <p>Focus: Sharing finite resources with other living things</p>
2 nd Grade	<p>Central Idea: Balance in health promotes wellness.</p> <p>Lines of Inquiry: *Forms of balance *Awareness of how choices impact our health *Why personal care is important</p> <p>Specified Concepts: Form, Causation, Connection</p> <p>Learner Profile: Balanced, Knowledgeable, Caring</p> <p>Focus: Personal, physical, mental, social & spiritual health</p>	<p>Central Idea: Individuals impact communities through action.</p> <p>Lines of Inquiry: * The ways people take action in their communities *Why people take action *The effects on communities of people taking action</p> <p>Specified Concepts: Form, Causation, Change</p> <p>Learner Profile: Principled, Risk-takers, Communicators</p> <p>Focus: Relationships between and interconnectedness of individuals and civilizations</p>	<p>Central Idea: Purpose and audience shape the form of a message.</p> <p>Lines of Inquiry: *Different forms of expression *Why people express ideas *The effects of the expression of ideas</p> <p>Specified Concepts: Form, Perspective, Causation</p> <p>Learner Profile: Communicators, Reflective, Open-Minded</p> <p>Focus: Ways in which we express ideas, feelings, nature, culture, beliefs & values</p>	<p>Central Idea: Observations and data help humans recognize patterns that influence our decisions.</p> <p>Lines of Inquiry: *Various predictable patterns *The relationship between the Earth, moon, and sun *How weather patterns affect society</p> <p>Specified Concepts: Form, Connection, Causation</p> <p>Learner Profile: Inquirers, Knowledgeable</p> <p>Focus: Natural world and its laws</p>	<p>Central Idea: Informed decision-making creates systems and develops society.</p> <p>Lines of Inquiry: *The characteristics of human-made systems and society * The role of individuals in sustaining systems and society *The connection between decision-making and well-being</p> <p>Specified Concepts: Form, Function, Connection</p> <p>Learner Profile: Principled, Risk-takers</p> <p>Focus: human made systems; structure and function of organizations</p>	<p>Central Idea: Human decisions can alter sustainability for future generations.</p> <p>Lines of Inquiry: *Balance between the natural world and humans * The causes and effects of endangered animals *How actions can affect sustainability</p> <p>Specified Concepts: Responsibility Causation, Connection</p> <p>Learner Profile: Thinkers, Balanced, Caring</p> <p>Focus: Rights & responsibilities in the struggle to share finite resources with other people and living things</p>

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3 rd Grade	<p>Central Idea: Beliefs and values shape identities.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Forms of beliefs and values *How society shapes our identities as individuals *The understanding of others beliefs and values <p>Specified Concepts: Form, Causation, Perspective</p> <p>Learner Profile: Open-minded, Reflective, Principled</p> <p>Focus: beliefs & values</p>	<p>Central Idea: Exploration can lead to new discoveries.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Discoveries that have changed our world *Motivation behind exploration *How discoveries impact our world <p>Specified Concepts: Form, Causation, Change</p> <p>Learner Profile: Knowledgeable, Inquirer, Risk-Taker</p> <p>Focus: Discoveries & explorations</p>	<p>Central Idea: Art can express personal values and bring awareness to global issues.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The way artists convey mood *How culture and art are connected *How art is used to bring awareness to global issues <p>Specified Concepts: Form, Function, Connection</p> <p>Learner Profile: Communicator, Reflective</p> <p>Focus: Appreciation of aesthetic</p>	<p>Central Idea: Inventions and innovations alter society.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Why inventions are created *Evolution of inventions and innovations *Positive and negative impacts on society <p>Specified Concepts: Change, Causation, Perspective</p> <p>Learner Profile: Inquirer, Thinker, Knowledgeable</p> <p>Focus: Impact of scientific & technological advances on society & the environment</p>	<p>Central Idea: Scarcity and choice drive economies.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *How availability of resources affects production, cost, and profits *How production and consumption affect the price of goods and services *The impact of consumer choice on humankind <p>Specified Concepts: Function, Causation, Responsibility</p> <p>Learner Profile: Thinker, Balanced, Reflective</p> <p>Focus: Economic activity and impact on humankind & the environment</p>	<p>Central Idea: Living things struggle to share finite resources.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Globally shared natural resources *The effects of conservation on ecosystems *Conservation as a civic responsibility <p>Specified Concepts: Form, Causation, Responsibility</p> <p>Learner Profile: Caring, Open-Minded, Balanced</p> <p>Focus: Rights & responsibility in the struggle to share finite resources</p>
4 th Grade	<p>Central Idea: Reflecting on rights and responsibilities can aid in decision-making.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Rights and responsibilities *Our responsibility as an individual within a community *Process of making and reflecting on decisions <p>Specified Concepts: Form, Responsibility, Function</p> <p>Learner Profile: Communicators, Principled, Reflective</p> <p>Focus: Rights & responsibility</p>	<p>Central Idea: Movement initiates change.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Cause and effects of migration *Connection between force and motion *Change through physical movement <p>Specified Concepts: Causation, Connection, Change</p> <p>Learner Profile: Balanced, Risk-Takers, Reflective</p> <p>Focus: Migrations of humankind</p>	<p>Central Idea: Exploring a variety of perspectives can lead to change in the way we interact with the world.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *How perspectives are developed *Experiences that lead groups to action *The relationship between perspective and form <p>Specified Concepts: Perspective, Causation, Connection</p> <p>Learner Profile: Communicators, Open-Minded, Reflective</p> <p>Focus: Ways in which we discover & express ideas, feelings, nature, beliefs</p>	<p>Central Idea: Understanding scientific principles supports solving problems.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *How investigations are designed *Processes used to solve problems *The cause and effect nature of scientific problem solving <p>Specified Concepts: Form, Function, Causation</p> <p>Learner Profile: Inquirers, Thinkers, Knowledgeable</p> <p>Focus: How humans use their understanding of scientific principles</p>	<p>Central Idea: Sustainable systems promote security.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Inequity within communities and systems *Sustainable agricultural practices *Energy practices and their impact on the natural world and society <p>Specified Concepts: Connection, Responsibility, Causation</p> <p>Learner Profile: Knowledgeable, Principled, Caring</p> <p>Focus: Interconnectedness of human-made systems and communities</p>	<p>Central Idea: Conflict and struggle are catalysts for change.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Attributes of conflict *Environmental and social factors *Various perspectives of a conflict *The outcomes of conflict resolution <p>Specified Concepts: Causation, Perspective, Change, Form</p> <p>Learner Profile: Risk-Takers, Caring, Thinkers</p> <p>Focus: Peace & conflict resolution</p>

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5th Grade	<p>Central Idea: Internal and external factors shape our identity.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none">* What makes an identity*How identities are shaped*How others' perceptions affect one's identity <p>Specified Concepts: Form, Causation, Perspective</p> <p>Learner Profile: Caring, Open-Minded, Communicator</p> <p>Focus: Nature of self; what it means to be human</p>	<p>Central Idea: Historical events shape our future.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none">*Pivotal events in US history*How the past is connected to the present*How people’s actions create change <p>Specified Concepts: Form, Connection, Change</p> <p>Learner Profile: Risk-taker, Thinker</p> <p>Focus: Orientation in time & place; relationships between & interconnectedness of individuals and civilizations</p>	<p>Exhibition</p>	<p>Central Idea: Natural events transform our world.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none">*Cause and effect of Earth’s changing surfaces*The connection between resources and conservation*Impact of natural events on living things <p>Specified Concepts: Causation, Connection, Change</p> <p>Learner Profile: Inquirer, Knowledgeable, Thinker</p> <p>Focus: The natural world and its laws</p>	<p>Central Idea: Humans develop systems to provide order.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none">*How systems work*Why systems are created*Ways in which people analyze systems <p>Specified Concepts: Causation, Function, Perspective</p> <p>Learner Profile: Knowledgeable, Principled</p> <p>Focus: Interconnectedness of human-made systems and communities</p>	<p>Central Idea: Diversity can create balance in relationships.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none">*Relationships within an ecosystem*The form of an ecosystem*Our role in maintaining balance in an ecosystem <p>Specified Concepts: Connection, Form, Responsibility</p> <p>Learner Profile: Balanced, Reflective, Caring</p> <p>Focus: Communities and the relationships within and between them</p>