

<p>Sanderlin K-5 POI 2019-20 Rev.11.27.19</p>	<p>An inquiry into:</p> <p>Who We Are</p>	<p>An inquiry into:</p> <p>Where We Are in Place and Time</p>	<p>An inquiry into:</p> <p>How We Express Ourselves</p>	<p>An inquiry into:</p> <p>How the World Works</p>	<p>An inquiry into:</p> <p>How We Organize Ourselves</p>	<p>An inquiry into:</p> <p>Sharing the Planet</p>
	<p>An inquiry into the nature of the self; of our beliefs and values; of 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>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>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>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>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>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.</p>
<p>(5-6) Kinder.</p>	<p>WWA: 9/23 - 11/1</p> <p>CI: We rely on our senses to interact and understand our world.</p> <p>Key Concepts: Connection, Change, Perspective</p> <p>Related Concepts: senses, exploration</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> * Exploring the world through senses (Connection) * How senses influence our understanding of the world (Change) * How senses effect 	<p>PAT: 11/4 - 12/20</p> <p>CI: Celebrations recognize people and events in place and time.</p> <p>Key Concept: Form, Perspective, Connection</p> <p>Related Concept: diversity, celebrations, pattern</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> * Personal, national, and global holidays/celebrations (Form) * Beliefs and cultures reflect how and what we celebrate (Perspective) 	<p>EOS: 4/6 - 5/22</p> <p>CI: Stories creatively express values and ideas that connect us to life.</p> <p>Key Concepts: Change, Connection, Function</p> <p>Related Concepts: communication, essential message</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> * Story elements can alter ideas (Change) * Stories connect to our lives through our experiences (Connection) * Stories convey an 	<p>HWW: 2/18 - 4/3</p> <p>CI: Life forms around the world have specific needs to survive.</p> <p>Key Concepts: Form, Function, Connection</p> <p>Related Concepts: characteristics, classification</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> * Basic needs of living things (Form) * Characteristics of habitats and life forms within (Function) * Ways the environment supports life and growth (Connection) 	<p>OOS: 8/13 - 9/20</p> <p>CI: Systems and procedures help create an effective and efficient school community.</p> <p>Key Concepts: Function, Causation, Responsibility</p> <p>Related Concepts: rules, safety, learning, societal decision making</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> * The function of systems that exist in a school community (Function) * The reason for systems and procedures at school (Causation) 	<p>STP: 1/7 - 2/14</p> <p>CI: Global citizens have a responsibility to grow and share food resources.</p> <p>Key Concepts: Change, Causation, Responsibility</p> <p>Related Concepts: interdependence, plant life cycle, balanced diet</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> * How food is grown and used (Change) * The challenges of growing food (Causation) * How and why we make our food choices (Responsibility)

	our choices and opinions (Perspective)	* Connecting one another through celebrations. (Connection)	essential message (Function)		* The students' responsibility within a school community (Responsibility)	
(6-7) First Grade	WWA: 8/27 - 9/28 CI: Being open-minded about cultural differences helps develop global understanding Key concepts: causation, perspective, connection Related concepts: differences, similarities, geography, landmark, traditions Lines of inquiry * Aspects of culture (causation) * Being open-minded (perspective) * Self and global awareness (connection)	PAT: 1/14 - 2/22 CI: Inventions are a response to challenge & opportunities & impact our daily lives. Key concepts: causation, change, connection Related concepts: innovation, technology, efficiency Lines of inquiry * What inspires inventors to create (causation) * Circumstances that lead to development & transformation of important inventions. (cha) * How inventions have connected people and communities (connection)	EOS: 4/15 - 5/24 CI: People see and interpret the world differently. Key concepts: perspective, reflection, function Related concepts expression, adaptation, style/quality Lines of inquiry * Inspiration and self-expression (perspective) * Personal interpretations influence decisions (reflection) * How people communicate messages (function)	HWW: 10/1 - 11/9 CI: Change is an inevitable aspect of the physical and social world Key concepts: form, function, change Related concepts attitude, scientific changes, responsibility, variables Lines of inquiry * Types of changes (Form) * Patterns and steps within change (Function) * Effects of change (Change)	OOS: 2/20 - 3/31 CI: Within communities, people have roles that interact and impact one another. Key Concepts connection, function, responsibility Related concepts relationships, community, values, interdependence Lines of Inquiry * Occupations interact within a community (connection) * Roles that exist within a community (function) * Behaviors of workers in communities (responsibility)	STP: 11/12 - 1/11 CI: Understanding personal choices and their influence on the environment may generate action Key concepts: causation, responsibility Related concepts: Recycling, Waste, Conservation, Environments, Pollution Lines of inquiry * Different causes of environmental impacts (causation) * Ways to conserve Earth's resources and care for environments (responsibility) * Sharing responsibility for change and action. (responsibility)
	WWA: 8/14 - 10/4 CI: Our choices impact the quality of relationships within communities	PAT: 4/3 - 5/29 CI: Significant people are motivated by social, political, and natural factors to influence the culture of a community.	EOS: 10/7 - 11/22 CI: People use symbols to express themselves and to communicate ideas. Key concepts: function, causation, perspective,	HWW: 1/21 - 2/21 CI: Properties and attributes of matter affect how matter is used. Key concepts: form, change, causation Related concepts:	OOS: 12/2 - 1/17 CI: Consumer choices may sway the interactions of an economic system. Key Concepts: connection, function, responsibility	STP: 2/24 - 4/3 CI: Balanced ecosystems support and sustain diverse forms of life. Key concepts: responsibility, function connection

<p>(7-8)</p> <p>Second Grade</p>	<p>Key concepts: responsibility, causation, function</p> <p>Related concepts: community, communication, relationships, patterns</p> <p>Lines of inquiry * Quality of Relationships (function) * Impact of relationships on communities (caus.) * The effect of actions on Individual choices and decision making (res.)</p>	<p>Key concepts: form, causation, perspective</p> <p>Related concepts: personal histories, conflict/innovation</p> <p>Lines of inquiry * Characteristics of significant people and their influence (form) * A significant person's local and global contributions (pers.) * Effects of the actions of significant people (resp.)</p>	<p>Related concepts: expression, identity, symbols, communication</p> <p>Lines of inquiry * Why we use symbols to express ourselves – (function) * Why symbols are used in everyday life to communicate (causation) * How symbols/landmarks help us understand cultures. (perspective)</p>	<p>properties of matter, measurement</p> <p>Lines of inquiry * Properties and attributes of matter (form) * How matter is used and altered (causation) * How we can use matter in a sustainable way (change)</p>	<p>Related concepts: consumption, distribution, choice</p> <p>Lines of Inquiry * How economic systems function (function) * Effects of consumer choices on economic systems (connection) * Making informed consumer choices (responsibility)</p>	<p>Related concepts: habitat, conservation, ecosystems interdependency, life cycles</p> <p>Lines of inquiry * Natural habitats and their characteristics (function) * Human responsibility to maintain balance within ecosystems (responsibility) * How living organisms coexist in ecosystems (connection)</p>
<p>(8-9)</p> <p>Third Grade</p>	<p>WWA: 8/14 - 9/21</p> <p>CI: Values and choices shape the culture within a community.</p> <p>Key Concepts: Function, Responsibility</p> <p>Related Concepts: values, choices, communities</p> <p>Lines of Inquiry: * Values and how we communicate them. (Function) * Roles within communities (Function) (Responsibility) *The importance</p>	<p>PAT: 4/20 - 5/29</p> <p>CI: Investigating models helps promote global understanding.</p> <p>Key concepts: Function, connection</p> <p>Related concepts geography, regions</p> <p>Lines of inquiry: * Features of models (function) *Purposes of models (function) *How analyzing different types of maps helps us understand a region (connection)</p>	<p>EOS: 1/21 - 2/28</p> <p>CI: People communicate to ignite change by conveying a message and evoking emotion.</p> <p>Key concepts: perspective, causation, change</p> <p>Related concepts: forms of expression, opinion, language</p> <p>Lines of inquiry * Different ways people communicate (perspective) *Evidence and elaboration to support a message (causation)</p>	<p>HWW: 3/2 - 4/17</p> <p>CI: Scientific principles are observed and applied to explain experiences in the world.</p> <p>Key concepts causation, function, connection</p> <p>Related concepts: energy, investigation, measurement</p> <p>Lines of inquiry * Tools and data scientist use (function) *Behavior and forms of energy (heat/light, magnetism) (connection) (function)</p>	<p>OOS: 11/18 - 1/17</p> <p>CI: Structures help organizations and societies meet common goals.</p> <p>Key concepts: connection, function, perspective</p> <p>Related concepts: government, systems, scientific method, structure, mathematical practices, language</p> <p>Lines of inquiry * Structures within organizations/ societies (function) * How organizations/</p>	<p>STP: 10/7 - 11/15</p> <p>CI: Perspectives determine actions, which contribute to peace and conflict.</p> <p>Key concepts Change, Responsibility, Perspective</p> <p>Related concepts: opportunity, action, self-awareness, self-control, empathy</p> <p>Lines of inquiry * Peace and conflict resolution (personal, local, global) (change) * Taking ownership of</p>

	of our words and actions. (Responsibility)		* How people ignite actions through effective communication. (change)	*Scientific principles that impact our lives (causation) (connection)	societies use structures to meet common goals (connection) *How structures are adapted to meet needs (perspective)	our words and action (responsibility) * Acting with empathy (perspective)
(9-10) Fourth Grade	WWA: 8/14- 9/20 CI: A balanced lifestyle encourages a person's well-being and responsibility towards others. Key concepts: Perspective, connection, responsibility Related concepts: health, growth, values, time management, choices Lines of inquiry * Influences on well-being (Emotional, Social, Physical & Mental health) (pers.) * What it means to be balanced (perspective) * Ways to be balanced (connection) * Decision making (resp.)	PAT: 1/7 - 2/14 CI: Migration is a response to circumstances and challenges. Key concepts: connection, change, causation Related concepts: economics, conflict, exploration, movement, Lines of inquiry * Migration trends and patterns (connection) * Circumstances and challenges of migration (Causation) * Impact and response to changes that occur due to migration (Change)	EOS: 2/17 - 4/3 CI: Reflecting on different forms of expression allows us to appreciate the aesthetics in the world. Key concepts: form, perspective, reflection Related concepts: mediums, subjectivity, interpretation Lines of inquiry * Various ways personal interests can be expressed (form) * Personal interpretations of ideas. (perspective) * Analyzing forms of expressions and reflecting upon what works and doesn't. (reflection)	HWW: 9/23 - 10/25 CI: Patterns and changes shape our natural world. Key concepts: form, change, function Related concepts: seasons, erosion, weathering, geography, movement, patterns, cycles Lines of inquiry * The Earth's surface (change, form) *Earth's location in space (function) *Patterns occurring in the natural world (function, form)	OOS: 10/28 - 12/13 CI: Economics of a community may change as a result of natural and social influences. Key concepts: function, change, causation Related concepts: economics Lines of inquiry * The role of industries on a community's economy (function) * Natural influences that contribute to change in an industry (causation & change) * Social influences that contribute to change in an industry (causation & change)	STP: 4/6 - 5/29 CI: The global inequity of resources creates an avenue for social and personal change. Key concepts: causation, responsibility Related concepts: systems, resources, wealth, consumption Lines of inquiry * The inequity of human and natural resources (causation) * Need for social change and action (responsibility)

<p>(10–11)</p> <p>Fifth Grade</p>	<p>WWA: 8/13 - 10/4</p> <p>CI: Communities rely on individuals' rights and responsibilities.</p> <p>Key concepts: connection, function, change</p> <p>Related concepts: systems, interdependence, government</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> * Rights and responsibilities of individuals (connection & function) * How a community functions (function) * Impact of individuals on a community (change & connection) 	<p>PAT: 5/1 - 5/29</p> <p>CI: Growth and expansion lead to exploration and discoveries.</p> <p>Key concepts: perspective, causation, responsibility</p> <p>Related concepts: geography, expansion, innovation & technology, resources, sustainability</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> * Reasons for growth and expansion (perspective, causation) * Implications of growth and expansion (causation) * The roles individuals/communities have in growth and expansion (responsibility) 	<p>EOS: Yearlong</p> <p>EXHIBITION</p> <p>CI: Reflecting upon personal and social issues empowers people to express their beliefs and values by taking action.</p> <p>Key Concepts: responsibility, perspective, connection</p> <p>Related Concepts: Sustainability, action, empowerment</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> * Personal and Social Issues * How to express our Beliefs and Values * Taking Action locally for a global impact 	<p>HWW: 1/13 - 3/6</p> <p>CI: Investigating scientific principles helps us explain their impact on our lives.</p> <p>Key concepts: change, form, function</p> <p>Related concepts: scientific principles, nature of science</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> * Nature of Science (change) * Physical science principles (form) * Scientific explanations for everyday life (function) 	<p>OOS: 12/2 - 1/10</p> <p>CI: Financial decisions impact the sustainability of communities.</p> <p>Key concepts: connection, function, responsibility</p> <p>Related concepts: financial literacy, sustainability, types of economies</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> * Financial decisions impact the community (connection) * Economic systems and financial decisions (function) * Maintaining financially sustainable communities (responsibility) 	<p>STP: 10/7 - 11/22</p> <p>CI: Colonization creates consequences that shape societies.</p> <p>Key Concepts: Form, Causation and Perspective</p> <p>Related Concepts: Conflict & Colonization & Native People</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> * Native people (Form) * Effects of colonization & immigration (Perspective) * Effects of peace and conflict on societies. (Causation)
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