

**LONE PINE/WEST HILLS Primary Years Programme of Inquiry 2013-2014
Version 10.15.2013**

| Who We Are | Where We Are in Place and Time | How We Express Ourselves | How the World Works | How We Organize Ourselves | Sharing the Planet |
|--|--|--|---|--|---|
| <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>An inquiry into orientation in place and time; Personal histories; Homes and journeys; The discoveries, explorations, and migrations of humankind; The relationships between interconnected-ness 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 interactions 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 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 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.</p> |

LONE PINE/WEST HILLS PROGRAMME of INQUIRY 2013-2014

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|---------------------------|--|---|--|--|
| Pre-School 3's | Who We Are | Where We Are in Place and Time | How We Express Ourselves | How the World Works |
| | An inquiry into the nature of self; Beliefs and values; Personal, physical, mental, social, and spiritual health; Human relationships including family, friends, communities and cultures; Rights and responsibilities; What it means to be human. | An inquiry into orientation in place and time; Personal histories; Homes and journeys; The discoveries, explorations and migrations of humankind; The relationships between the interconnected-ness of individuals and civilizations, from local and global perspectives. | 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. | An inquiry into the natural world and its laws; The interactions 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 the environment. |
| | Central Idea: | Central Idea: | Central Idea: | Central Idea: |
| | I am special in my world. | We use play to express our feelings and ideas to communicate with others. | We play in many ways. | Living things grow and change. |
| | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: |
| | Self-awareness | Ways we show respect | My space, your space, our space | Life cycles |
| | Our body and emotions | Ways we show others how we feel | Playing respectfully | The needs of living things |
| | Similarities and differences between classmates. | How our actions and feelings are connected | How games help us learn | My responsibility to living things |
| | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: |
| | form connection perspective | function change reflection | Perspective connection responsibility | causation change responsibility |
| | Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: |
| | similarities relationships differences | behavior truth, similarities differences | relationships rights | growth impact |
| September/ October | October/December | February / March | December/ February | |

LONE PINE/WEST HILLS PROGRAMME of INQUIRY 2013-2014

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|------------------------------|--|---|--|--|
| Pre-School 4's | Who We Are | Where We Are in Place and Time | How We Express Ourselves | How the World Works |
| | An inquiry into the nature of self; Beliefs and values; Personal, physical, mental, social, and spiritual health; Human relationships including family, friends, communities and cultures; Rights and responsibilities; What it means to be human. | An inquiry into orientation in place and time; Personal histories; Homes and journeys; The discoveries, explorations and migrations of humankind; The relationships between the interconnected-ness of individuals and civilizations, from local and global perspectives. | 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. | An inquiry into the natural world and its laws; The interactions 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 the environment. |
| | Central Idea: | Central Idea: | Central Idea: | Central Idea: |
| | People in a community help me. | We appreciate our similarities and differences. | We express our thoughts and ideas in many different ways. | Living things depend on the world around them. |
| | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: |
| | Types of communities and the roles people play | How we are alike and how we are different | Using symbols to learn | The relationships between living things |
| | Relationships with people in my community | Where people come from | Creative forms of expression | Ways living things share their environment |
| | My role in taking care of myself in my community | Ways different people celebrate | Responsibility of expression | The five elements living things need to survive |
| | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: |
| | responsibility form connection | perspective causation form | function connection reflection | connection change causation |
| Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: | |
| citizenship relationships | beliefs similarities differences | communication behavior | interdependence cycle impact | |
| September/ October | October/December | September / June | December/ February | |

LONE PINE/WEST HILLS PROGRAMME of INQUIRY 2013-2014

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|--------------|--|---|--|--|---|--|
| Kindergarten | Who We Are | Where We Are in Place and Time | How We Express Ourselves | How the World Works | How We Organize Ourselves | Sharing the Planet |
| | An inquiry into the nature of self; Beliefs and values; Personal, physical, mental, social, and spiritual health; Human relationships including family, friends, communities and cultures; Rights and responsibilities; What it means to be human. | An inquiry into orientation in place and time; Personal histories; Homes and journeys; The discoveries, explorations and migrations of humankind; The relationships between the interconnected-ness of individuals and civilizations, from local and global perspectives. | 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. | An inquiry into the natural world and its laws; The interactions 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 the environment. | 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. | 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. |
| | Central Idea: | Central Idea: | Central Idea: | Central Idea: | Central Idea: | Central Idea: |
| | Rights, rules, responsibilities and relationships balance various communities. | Time impacts change. | Patterns influence design. | Motion is a part of my world. | Systems can help us. | Living and non-living things connect in our world. |
| | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: |
| | How relationships form balance Roles of community members Ways technology impacts a community How letters, numbers and shapes help us identify with our community | Myself through time Ways I learn about the past The various functions of time | Forms patterns can take Connecting patterns in our daily lives Patterns help us express ourselves | The motion of objects. Ways our world is organized. How objects are alike and different. | Systems of economics Systems we use to communicate Systems we use to learn | Living and non-living things The ways that living things interact with materials of the earth Basic needs of living things |
| | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: |
| | responsibility form connection | change connection causation | causation form reflection | causation connection function | perspective connection function | connection causation form |
| | Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: |
| | rights structure citizenship relationships | transformation review | pattern interpretation | relationships role | consequences impact | interdependence impact properties |
| | September/ October | October/December | February / March | December/ February | May/June | March/May |

LONE PINE/WEST HILLS PROGRAMME of INQUIRY 2013-2014

| 1st GRADE | Who We Are | Where We Are in Place and Time | How We Express Ourselves | How the World Works | How We Organize Ourselves | Sharing the Planet |
|--|--|---|--|--|---|--|
| | An inquiry into the nature of self; Beliefs and values; Personal, physical, mental, social, and spiritual health; Human relationships including family, friends, communities and cultures; Rights and responsibilities; What it means to be human. | An inquiry into orientation in place and time; Personal histories; Homes and journeys; The discoveries, explorations and migrations of humankind; The relationships between the interconnected-ness of individuals and civilizations, from local and global perspectives. | 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. | An inquiry into the natural world and its laws; The interactions 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 the environment. | 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. | 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. |
| | Central Idea: | Central Idea: | Central Idea: | Central Idea: | Central Idea: | Central Idea: |
| | Experiences connect us to each other. | Knowledge of the past influences our understanding of the present. | Inquiry can lead to learning. | Change is all around us. | Choices impact our world. | People take action to impact our planet. |
| | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: |
| | Ways people help us | Comparing families of the past and present | Ways we learn from communication | Types of change | Positive and negative impacts of our choices | Ways we can protect our environment |
| | Our experiences make us alike and different | Comparing schools of the past to schools of the present | Ways people express themselves | States of matter | Ways people trade for their wants and needs | How actions impact the world environment |
| | How we retell stories | The reasons things change | Ways people gather information Ways we use text | Collecting data and recording information | Ways people produce and consume goods and services | Applying the knowledge we gain from non-fiction text to taking action |
| | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: |
| | connection perspective reflection | causation change reflection | function perspective form | change form causation | function causation perspective | connection responsibility causation |
| Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: | |
| relationships beliefs interpretation | sequences patterns interpretation | communication beliefs properties | transformation properties | systems consequences subjectivity | interdependence initiative review | |
| October / December | September / October | February / March | December / January | March / May | May / June | |

LONE PINE/WEST HILLS PROGRAMME of INQUIRY 2013-2014

| 2nd GRADE | Who We Are | Where We Are in Place and Time | How We Express Ourselves | How the World Works | How We Organize Ourselves | Sharing the Planet |
|---------------------------|--|---|--|--|---|--|
| | An inquiry into the nature of self; Beliefs and values; Personal, physical, mental, social, and spiritual health; Human relationships including family, friends, communities and cultures; Rights and responsibilities; What it means to be human. | An inquiry into orientation in place and time; Personal histories; Homes and journeys; The discoveries, explorations and migrations of humankind; The relationships between the interconnected-ness of individuals and civilizations, from local and global perspectives. | 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. | An inquiry into the natural world and its laws; The interactions 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 the environment. | 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. | 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. |
| | Central Idea: | Central Idea: | Central Idea: | Central Idea: | Central Idea: | Central Idea: |
| | Social understandings impact communities. | Communities change over time. | People tell stories in a variety of ways. | Nature and people influence each other. | People's needs and wants influence goods and services. | Conservation and geography impact natural resources. |
| | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: |
| | Expanding the definition of community and our responsibility as citizens How rules and laws affect the classroom and community Learning the rules of language | Events of the past and how they play a part in shaping our local community People in history who continue to influence our lives today How the choices and actions people make affect communities | The ways stories are told The elements of a story The ways stories connect to one another | The connections between humans and nature Ways people influence the environment The function of living things in their environment | Resources needed to produce goods or services Opportunity cost and its impact Ways goods and services are connected | Landforms influence access to natural resources Responsible use of water The water cycle |
| | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: |
| | causation function responsibility | reflection causation perspective | function connection perspective | causation connection function | reflection connection function | change form responsibility |
| | Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: |
| | behavior citizenship consequences | evidence impact opinion | communication subjectivity | systems homeostasis growth | responsibility interdependence role | cycles properties rights |
| <i>September/ October</i> | <i>December / February</i> | <i>February / March</i> | <i>October / December</i> | <i>May/June</i> | <i>April / May</i> | |

LONE PINE/WEST HILLS PROGRAMME of INQUIRY 2013-2014

| 3rd GRADE | Who We Are | Where We Are in Place and Time | How We Express Ourselves | How the World Works | How We Organize Ourselves | Sharing the Planet |
|-----------|--|---|--|--|---|--|
| | An inquiry into the nature of self; Beliefs and values; Personal, physical, mental, social, and spiritual health; Human relationships including family, friends, communities and cultures; Rights and responsibilities; What it means to be human. | An inquiry into orientation in place and time; Personal histories; Homes and journeys; The discoveries, explorations and migrations of humankind; The relationships between the interconnected-ness of individuals and civilizations, from local and global perspectives. | 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. | An inquiry into the natural world and its laws; The interactions 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 the environment. | 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. | 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. |
| | Central Idea: Environment, cultures, and experiences form who we are. | Central Idea: People's experiences are influenced by time, place and change. | Central Idea: People express themselves in many ways. | Central Idea: Energy takes many forms. | Central Idea: Decisions impact lives. | Central Idea: People impact and change the earth. |
| | Lines of Inquiry: The way experiences shape and influence who we are How form structures our learning Ways people use, modify and adapt to their surroundings | Lines of Inquiry: The ways historians learn about the past Perspective influences our understanding The ways daily life has changed over time | Lines of Inquiry: Characteristics of folktales, fables and poetry Writing for different audiences The ways values, beliefs and perspectives are connected | Lines of Inquiry: How we make our thinking visible Ways energy changes How choices affect us | Lines of Inquiry: Purpose and structure of government Outcomes of decisions Responsibilities of citizens | Lines of Inquiry: How observing, recording, investigating and reporting deepens our understanding The natural and human causes of change in the Earth's surface Earth materials and how people use them |
| | Key Concepts: change form perspective | Key Concepts: change causation perspective | Key Concepts: perspective form connection | Key Concepts: form function connection | Key Concepts: causation function responsibility | Key Concepts: form change responsibility |
| | Related Concepts: beliefs transformation structure relationships | Related Concepts: sequences subjectivity | Related Concepts: subjectivity structure interdependence | Related Concepts: properties communication systems | Related Concepts: impact role citizenship | Related Concepts: transformation structure properties |
| | September/ October | December/January | May / June | February / March | March / May | October/December |

LONE PINE/WEST HILLS PROGRAMME of INQUIRY 2013-2014

| 4th GRADE | Who We Are | Where We Are in Place and Time | How We Express Ourselves | How the World Works | How We Organize Ourselves | Sharing the Planet |
|---------------------------|--|---|--|--|---|--|
| | An inquiry into the nature of self; Beliefs and values; Personal, physical, mental, social, and spiritual health; Human relationships including family, friends, communities and cultures; Rights and responsibilities; What it means to be human. | An inquiry into orientation in place and time; Personal histories; Homes and journeys; The discoveries, explorations and migrations of humankind; The relationships between the interconnected-ness of individuals and civilizations, from local and global perspectives. | 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. | An inquiry into the natural world and its laws; The interactions 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 the environment. | 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. | 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. |
| | Central Idea: | Central Idea: | Central Idea: | Central Idea: | Central Idea: | Central Idea: |
| | Beliefs and values influence action in communities. | Through exploration we discover our place in the world. | Beliefs and values influence action. | Curiosity promotes learning. | Our world is organized. | Living and non-living things change over time and interact in their environment |
| | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: |
| | Making our classroom function as a successful community Determining ways citizens have responsibilities in their society Making connections between our responsibilities, rights and privileges How relationships form balance | Significance of regions in our world How learning from the past teaches us today Ways information can be compared to deepen understand | Ways historical decisions impact society How responsibilities are connected to rights and privileges How interpreting text leads to understanding | How heat and electricity are connected Ways matter and energy can change Ways measurement affects our everyday lives | How systems are organized Ways systems are connected How changes in one system impacts other systems | Factors that affect change in an ecosystem Variations in living things The ways that we learn about the history of the earth |
| | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: |
| | responsibility function connection | causation change reflection | perspective causation responsibility | form connection reflection | change function connection | connection causation change |
| | Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: |
| | rights, structure, citizenships, relationships | impact, transformation, responsibility | opinion, interpretation, initiative | properties, systems, behavior, responsibility | sequences, systems, consequences | interdependence, consequences, adaptation |
| September/ October | October/December | May / June | December/ February | February / March | March/May | |

LONE PINE/WEST HILLS PROGRAMME of INQUIRY 2013-2014

| | | | | | | |
|---------------------------|--|---|--|---|---|--|
| 5th GRADE | Who We Are | Where We Are in Place and Time | How We Express Ourselves | How the World Works | How We Organize Ourselves | Sharing the Planet: EXHIBITION |
| | An inquiry into the nature of self; Beliefs and values; Personal, physical, mental, social, and spiritual health; Human relationships including family, friends, communities and cultures; Rights and responsibilities; What it means to be human. | An inquiry into orientation in place and time; Personal histories; Homes and journeys; The discoveries, explorations and migrations of humankind; The relationships between the interconnected-ness of individuals and civilizations, from local and global perspectives. | 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. | An inquiry into the natural world and its laws; The interactions 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 the | 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. | 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. |
| | Central Idea: | Central Idea: | Central Idea: | Central Idea: | Central Idea: | Central Idea: |
| | Living things adapt to and depend on their environment. | Exploration influences people in the past, present and future. | People and their choices influence the development of a society. | Systems are interactive. | Every action causes a reaction. | We can improve our community by educating others about our impact on the environment. |
| | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: | Lines of Inquiry: |
| | The ways the environment influences living things | The reasons people explore | Ways people influence a society Ways people view and respond to changes in a society | The ways systems interact | The cause and effect of movement | <i>These are student-created each year.</i> |
| | The ways living things use finite resources to adapt to their environment | The impact of exploration | The importance of discourse in a society | Types of systems | How geographic, economic and political differences affect the development of a community | |
| | The relationships between native people and the environment | Challenges of exploration | The challenges in developing and organizing a society | Components of systems | Ways the world is impacted by forces and motion | |
| | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: | Key Concepts: |
| | causation change connection | change causation perspective | function perspective causation | connection function form | function causation change | form, function, causation, reflection perspective responsibility |
| | Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: | Related Concepts: |
| | impact, relationships | transformation | communication | Systems | structure | properties, structure, similarities, differences, pattern, behavior, communication, pattern, role, systems, |
| adaptation | impact | beliefs | role | initiative | consequences, sequence, pattern, impact, adaptation, growth, cycles, sequences, transformation, systems, relationships, networks, homeostasis, interdependence, | |
| citizenships | evidence | consequences | properties | role | subjectivity, truth, beliefs, opinion, prejudice, rights, citizenship, values, justice, initiative, review, interpretation, evidence, responsibility, behavior | |
| September/ October | October/December | February / March | May / June | December / February | March/May | |