**Joseph A McNeil IB PYP Candidate School Program of Inquiry 2020- 2021**

**Grades One through Six**

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| Hempstead Union Free School District Logo | **Who We Are** | **Where We Are in Place & Time** | **How We Express Ourselves** | **How the World Works** | **How We Organize Ourselves** | **Sharing the Planet** |
| **Transdisciplinary Theme** | **Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human** | **Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives** | **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** | **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.** | **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** | **Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.** |
| **Title** | **We are family** | **Unity in the Community** | **Sound** | **Objects in the Sky** | **Rules and laws** | **Living Things** |
| **1st Grade** | **Central idea**  Society defines the roles of people in a family  **Key concepts**: causation, perspective, function  **Related concept:** impact, behavior, subjectivity  **Lines of inquiry:**  **\***Citizenship  **\***society function  **\***knowledge of symbols | **Central idea**  Community history provides cultural diversity around the world.  **Key concepts:** causation, connection, perspective  **Related concept:** pattern, relationships, beliefs  **Lines of inquiry:**  **\***How people of different cultures are alike and different  **\***family culture  **\***identify places on a map using symbols & cardinal directions | **Central idea**  Knowing that sound comes from different sources and has different properties helps us to understand that it is anessential resource  **Key concepts:** function, causation  **Related concept:** pattern, communication  **Lines of inquiry:**  **\***Communicating with sound  **\***properties of sound  **\*** function of sound | **Central idea**  The universe commands the sun, stars, and moon, to formulate the changes of the seasons which optimizes our natural human existence.  **Key concepts:** change, causation, connection  **Related concept:** cycles, patterns, systems  **Lines of inquiry:**  **\***changes to the earth  **\***solutions to prevent Wind and water from changing the land  **\***Movement of the sun, moon, and earth | **Central idea**  Government defines the roles of people in a community.  **Key concepts:** responsibility, form, reflection  **Related concept:** differences, relationships, interdependence  **Lines of inquiry:**  **\***organization and function of government  **\***Democracy  **\***historical and political figures | **Central idea**  Living things provide vital resources to sustain life.  **Key concepts:** form, function, change  **Related concept:** behaviors, structure, adaptation  **Lines of inquiry:**  **\***Plant structure, life cycles and habitats  **\***Environmental effects on living things  **\***Life on land and in water |
| **Title** | **Active Citizenship** | **Geography of Communities** | **Change and Interdependence in Communities** | **Earth Surface** | **Rural, Urban, and Suburban** | **Environment** |
| **2nd Grade** | **Central idea**  Responsible citizens show support for their country and community by being patriotic and helping others  **Key concepts**: form, responsibility, causation  **Related concept:** citizenship, diversity, religion, traditions  **Lines of inquiry:**  **\***what determines our beliefs and values  **\***what kind of thigs do good citizens do?  **\***citizens responsibilities | **Central idea**  Geography influences the lifestyles of different communities.  **Key concepts**: causation, connection, perspective  **Related concept:** civilization, migration, population  **Lines of inquiry:**  \*map skills/landforms  \*how communities change over time  \*changes in our local community | **Central idea**  Communities change how they look and how they meet the needs of citizens over time  **Key concepts**: change, connection  **Related concept:** rights, values, structure, systems, roles, citizens  **Lines of inquiry:**  **\***Past, present, future  **\***constitutional democracy  **\***urban, rural, suburban | **Central idea**  **Key concepts**: form, change, causation  **Related concept:** borders, (social, political), geography, impact  **Lines of Inquiry**  **\***Physical characteristics  **\***Geographical characteristics  **\***Geography, natural resources | **Central idea**  Rural, urban, and suburban communities contribute, encourage and transform the world around us.  **Key concepts**: form, connection, change  **Related concept:** systems, impact, interdependence  **Lines of inquiry:**  **\***goods and services  **\***producers and consumers  **\***supply and demand  **\***how human choices influence the economy | **Central idea**  Humans influence the environment of all living things.  **Key concepts**: form, connection  **Related concept:** adaptation, growth, interdependence, rights  **Lines of inquiry:**  **\***interdependence within ecosystems  **\***habitats  **\***Interdependence of humans and animals |
| **Title** | **Organisms** | **World communities** | **Making a Difference** | **Geography** | **Kenya** | **Molecules to Organisms** |
| 3rd Grade | **Central idea**  Human inheritance and variation of traits affect all cultures  **Key concepts**: change, connection, function  **Related concepts:** cycles, pattern, beliefs, relationships  **Lines of Inquiry**  **\***Family roles and responsibilities  **\***How families are similar and different  **\***How the definition of family is open to interpretation | **Central idea**  World communities are interconnected through diverse cultures.  **Key concepts**: change, connection, perspective  **Related concepts:** adaptation, systems, relationships, communication, responsibility  **Lines of inquiry**  \*Economics: Goods and Services  \*Rights and Responsibilities  \*Maps & symbols | **Central idea**  Human Rights are rights that each of us has been born with.  **Key concepts:** perspective, responsibility  **Related concepts:** prejudice, justice, rights  **Lines of inquiry:**  \*human rights  \*cultural diversity  \*social action and change | **Central idea**  Geographic factors often influence where people settle and form communities  **Key concepts:** function, connection, perspective  **Related concepts:** Geography, locality, regions  **Lines of inquiry:**  \*geographic tools  \*geographic regions  \*globes and maps | **Central idea**  Geographical landscape impact world communities.  **Key concepts**: causation, connection, change  **Related concepts:** adaptation, impact, interdependence  **Lines of inquiry**  **\***geographic landscape  **\***comparison of World communities  \*governmental structure | **Central idea**  Reproduction and the variation of traits is essential for continued existence of organisms.  Key concepts: change, function  Related concepts: cycles, growth, pattens, metamorphoses  Lines of inquiry  \*plant and animal life cycles  \*patterns in inherited traits  \* |
| Title | **National and local Government** | **The Three Worlds** | **Building a Classroom Community** | **Engineering and Technology** | **Natural Resources and Hazards** | **Rocks and Fossils** |
| 4th Grade | **Central idea**  National and New York State government share many common goals and powers but also reserve some powers of their own.  **Key concepts:** responsibility, form, connection  **Related concepts:** rights, structures, similarities, differences, relationships  **Lines of inquiry**  **\***shared power between National and Stategovernments  **\***National and State bill of rights  **\***Citizenship | Central idea  New York State provided an ideal geographic setting for Native Americans, Europeans, and Africans to develop unique cultures and diverse social, political, and economic interactions.  Key concepts: form, connection, function  Related concepts: structure, systems, patterns  Lines of inquiry  \*How geography influences growth and development  \*the participation of individuals in political systems  \*How physical features and location shape the world of its inhabitants | **Central idea**  Every generation has traditions and cultures to pass on telling a story.  **Key concepts:** form, causation, connection  **Related concepts:** similarities, differences, impact relationships  **Lines of inquiry**  **\***How people preserve their culture  **\***effects of culture on history (traditions)  **\***how people groups express culture differently | **Central idea**  Society and the natural world are influenced by science, technology, and engineering  **Key concepts:** change, function, connection  **Related concepts:** transformation, patterns, systems  **Lines of inquiry**  **\***How engineers define problems and solutions  **\***The importance of prototypes  **\***How prototypes are tested and improved | **Central idea**  Humans use energy and fuel derived from natural resource  **Key concepts:** form, causation, connection  **Related concepts:** energy, pollution, conservation  **Lines of inquiry**  **\***renewable and nonrenewable resources  **\***How people reduce land and water hazards  **\***The impact of energy sources | **Central idea**  Discoveries of fossil remains of extinct animals teach scientists about Earth’s environmental past.  **Key concepts:** causation, change, form  **Related concepts:** pattern, erosion, change  **Lines of inquiry**  **\***How different layers of rocks change over time  **\***fossils and ancient environment  **\***patterns in fossils |
| Title | **Who’s Who** | **A New World Rising** | **What is Government anyway** | **Geography in our Western Hemisphere** | **You need it, you want it, Do you have it?** | **Ecosystems** |
| 5th Grade | **Central idea**  By sharing their customs, traditions, beliefs, ideas, and languages, different ethnic, national, and religious groups, have contributed to the cultural diversity of nations and regions in the Western Hemisphere.  **Key concepts:** causation, connection, perspective  **Related concepts:** diversity, religion, tradition  **Lines of inquiry**  **\***How migration of groups leads to cultural diffusion  **\***Cultural diversity  **\***The sharing of customs, traditions, beliefs, and ideas | **Central idea**  Early inhabitants of the Americas adapted to environmental challenges in a variety of ways.  **Key concepts:** change, connection, causation  **Related concepts:** civilization, migration, population  **Lines of inquiry**  **\***How events occur at different times in history  **\***How each civilization is unique  **\***How complex societies and civilizations developed | **Central idea**  Although the dominant form of government in the Western Hemisphere is some form of democracy, a variety of government systems exist side by side throughout the hemisphere.  **Key concepts:** responsibility, form, function  **Related concepts:** rights, values, structure, systems, roles, citizens  **Lines of inquiry:**  **\***How governmental structures and functions vary from place to place  **\***The struggle in the western hemisphere across time and place  **\***how legal, political, and historical documents define the vales, beliefs, and principles of constitutional democracy | **Central idea**  The geographic characteristics of the Western Hemisphere affect where people choose to live, the way people earn a living, and their everyday life  **Key concepts:** connection, function, change  **Related concepts:** borders (natural, social, and political), geography, impact  **Lines of inquiry**  **\***Physical characteristics  **\***the geographical characteristics  **\***How geography, climate and natural resources affect the way people work | **Central idea**  Economic activity relies on systems of production, exchange and consumption of goods and services  **Key concepts:** function, responsibility, connection  **Related concepts:** systems, impact, interdependence  **Lines of inquiry**  **\***The role of supply and demand  **\***the distribution of goods and services  **\***our responsibilities as consumers | **Central idea**  **Interdependence within an ecosystem is essential for organisms’ survival**  **Key concepts**: change, connection, responsibility  **Related concepts:** adaptation, growth, interdependence  **Lines of inquiry**  **\***Dependence/codependence of organisms  **\***influences of nature vs. nurture  **\***Man’s influence on relationships in an ecosystem |
| Title | **The study of Character** | **Early Civilizations** | **Classical Civilization** | **Energy Transfer** | **World Religions** | **Interaction across the Eastern Hemisphere** |
| 6th Grade | **Central idea**  Consider complex character traits, to investigate how setting shapes characters.  **Key concepts**: form, change, perspective  **Related concepts:** differences, transformation, relationships, beliefs  **Lines of inquiry**  **\***Human relationships and how it relates to setting and innate characters  **\***Human adaptation to society  **\***Cultural influences on beliefs and values | **Central idea**  Society changes because of human development and/or environmental changes  **Key concepts:** form, causation, responsibility, change  **Related concepts:** structure, pattern, values, growth  **Lines of inquiry**  **\***How human being developed from the Paleolithic age to the Neolithic age  **\***How archeologist can use tools to draw conclusions  **\***Artifacts tell us a great deal about society | **Central idea**  Classical civilizations share many characteristics and continue to influence modern life  **Key concepts:** connections, responsibility, change, function  **Related concepts:** interdependence, justice, adaptation, systems  **Lines of inquiry**  **\***How ancient civilizations created a foundation for today’s society  **\***How laws and structures from past impacted the world  **\***How geographic factors impact the development of society | **Central idea.** Energy is essential for life and all other process on Earth  **Key concepts**: function, causation, connection, reflection  **Related concepts:** systems, impact, relationships, evidence  **Lines of inquiry**  **\***How energy interacts with and changes objects  **\***Analyze a systems kinetic and potential energy  **\***How relative positions of objects in a system change | **Central idea**  World religions are both similar and different as they play a big part in the world today  **Key concepts**: form, connection, causation, perspective  **Related concepts:** similarities, system, impact, beliefs  **Lines of inquiry**  **\***how world religions share many beliefs and yet differences  **\***How religious belief systems are based on mutual values  **\***How world religion continues to play a significant role in the world today | **Central idea**  Geography determines and influences history  **Key concepts:** causation, responsibility, reflection, connection  **Related concepts:** impacts, citizenship, evidence, interdependence  **Lines of inquiry**  **\***How the trade networks promoted the exchange of many things  **\***Pivotal events in history  **\***How complex societies and civilizations ensured adaptation to their survival |

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