

Barack Obama Elementary School
IB PYP School
176 Williams Street
Hempstead, New York 11550

Program of Inquiry –

	Who We Are 1	How We organize Ourselves 2	Where We are in Place and Time 3	Sharing the Planet 4	How the World Works 5	How We Express Ourselves 6
<i>Trans-disciplinary</i>	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 responsibilities; what it means to be human	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 orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migration of humankind: the relationship between and the interconnected of individuals and civilizations, from local and global perspectives	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	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	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.
G R A D E 1	Central Idea: Friends and family help us to grow Key Concepts: *Responsibility *Function *Connection Lines of Inquiry: *Our differences make us special	Central Idea: Organizing a community helps us meet the needs of community members. Key Concepts: *Connection *Perspective *Responsibility Lines of Inquiry:	Central Idea: Personal journeys can lead to change and new opportunities. Key concepts: *Causation *Change *Perspective Lines of Inquiry: *Important events lead to change.	Central Idea: Living things are impacted by their environment. Key Concepts: *Causation *Change *Responsibility Lines of Inquiry: Environments impact living things	Central Idea: We can make sense of how the world works by classifying, categorizing and identifying living things. Key Concepts: *Form * Change *Responsibility	Central Idea: Stories can be told in different ways. Key Concepts: *Connection *Perspective Lines of Inquiry: Ways to tell stories

	*The choices we make affect our lives. *Developing friendships are important for us.	*Communities help people fulfill needs and wants. *Goods and services help the community grow *People make responsible choices to meet their needs	*Contributions I make lead to new opportunities.	-Humans have a responsibility to protect our environment. -Living things respond to changes in their environment .	Lines of Inquiry: *Observable patterns within life cycles can help understand living things. *Knowing the needs of living things help us protect their environments.	Stories from different cultures -Traditions and values can be expressed through different genres.
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GRADE 2	Central Idea: We are responsible for our choices and for the outcome these choices cause. Key Concepts: *Responsibility *Causation *Change Line of Inquiry:	Central Idea: People's actions and discoveries from the past affect the present and the future Key Concepts: *Perspective *Causation *Connection Lines of Inquiry:	Central Idea: Personal experiences provide inspiration for an artist to create stories. Key Concept: *Form *Causation *Perspective Lines of Inquiry:	Central Idea: Earth is a dynamic environment affected and changed by living things Key Concepts: *Form *Change *Connection Lines of Inquiry: *The past affects the present	Central Idea: A community has different structures and functions to meet the needs of its members. Key concepts: *Function *Change *Connection *Causation	Central Idea: Living things adapt to their environment. Key Concepts Connection *Causation *Change Lines of Inquiry: *Characteristics of adaptations

	*Personal accountability and response-ability. *Outcomes or consequences of making choices. *Living and working together in a community. *Citizens are united with common symbols.	*The past affects the present *Peoples actions create change *People work together to solve problems	*How people tell their stories. * Shared personal experiences. *Writing about personal experiences.	*Peoples actions create change *People work together to solve problems	Lines of Inquiry: *Organization of communities *Services needed to support a community. *Reasons people live in local communities.	*Animal traits and habitats *Environmental changes effect on living things
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GRADE 3	Central Idea: A hero's actions influence the lives of other people. Key Concepts: *Form *Responsibility *Perspective Lines of Inquiry:	Central Idea: The choices we make about how to use our limited natural resources affects the environment, economy and our way of life. Key Concept: Function, Connection Responsibility	Central Idea: Cultures leave their footprints in history through their artifacts Key concepts: *Connection Perspective, Reflection Lines of Inquiry: *What is culture?	Central Idea: All living things are connected to their place on earth as moves around the sun. Key Concept: *Function *Change *Connection Lines of Inquiry:	Central Idea: Humans interact, utilize, and value the environment in many ways. Key Concept: *Responsibility *Form, Function *Causation Lines of Inquiry:	Central Idea: Water is a finite natural resource that is essential to civilizations. Key Concept: *Connection *Responsibility, *Function Lines of Inquiry:

	*An inquiry into the qualities we see in heroes. *An inquiry into how a hero's actions affect other people. *An inquiry into how challenges turn ordinary people into heroes.	Lines of Inquiry: *In what way do I need, require and use energy in my life? *How do natural resources affect the economy and life styles? *What can I do to help conserve energy?	*What do artifacts teach us? *How do artifacts show a culture's ideas and beliefs?	*What causes day and night? Do Seasons change all over the world? *What causes climate zones? *How do adaptations serve living things?	*An inquiry into how people travel in different environments *An inquiry into how diverse cultures relate to their environments *An inquiry into how an environment affects people's lives and relationships.	*What are the different properties of water? *What is the water cycle? *What is a water shed?
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GRADE 4	Central Idea: Our Identity is shaped by our family Background Key Concepts *Connection *Perspective *Causation Lines of Inquiry:	Central Idea: The development of civilizations over time influence our world today Key Concepts: *Perspective *Change *Form Lines of Inquiry:	Central Idea: Creative expression influences thinking and perception and communicates the cultural ideas and values of tradition. Key Concepts: *Perspective	Central idea: Extreme weather causes changes in our environment. Key Concepts: *Responsibility, *Connection *Change *Causation Lines of Inquiry:	Central Idea: Society and government work together to structure the way we live. Key Concepts: *Change *Function Lines of Inquiry:	Central Idea: Water is a finite resource that should be conserved for humans, animals and plants Key Concepts: *Responsibility *Function

	*The effects of geography on identity *The effect of cultural traditions on identity	*Characteristics of civilizations and society *Peoples actions create change *Change impacts people differently depending on their perspectives.	*Function *Form Lines of Inquiry: *Traditions and values are passed down through storytelling - (folktales, fables, fairytales) *Communication and creative expression through Visual Arts *Communication and creative expression through Performing Arts	*The impact of extreme weather in New York State. *The effect of severe weather on living and nonliving things. *The responsibility of humans before and after an extreme weather event.	*The different forms of government *How national, state, and local government systems function *Decision – making process *The impact of government on citizens	*Connection Lines of Inquiry: *Water’s unique and essential qualities. *Human technology has affected water usage, quality, and supply. *Clean water affects economy, culture, health, and international relations. *Our responsibility to conserve and use water wisely.
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Grade 5 Program of Inquiry

	1. Who We Are	2. How the World Works	3. Where We are in Place and Time	4. How We organize Ourselves	5. How We Express Ourselves	6. Sharing the Planet
<i>Trans-disciplinary Themes</i>	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 responsibilities; what it means to be human	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.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migration of humankind; the relationship between and the interconnected of individuals and civilizations, from local and global perspectives.	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 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 rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
	Central Idea:	Central Idea: Changes to the	Central Idea: Learning to	Central Idea:	Central Idea:	Central Idea: All plants and animals depend on both

GRADE 5	Journeys influence a person's perspective. (i.e.- geographical, mental, spiritual, educational, etc) Key Concepts: *Responsibility *Change *Perspective Lines of Inquiry: *History impacts civilizations, culture and experiences. *Migration of groups leads to cultural diversity. *The function of the base ten system as a pattern.	Earth's atmosphere can cause extreme weather. Key Concepts: *Causation *Form *Connection Lines of Inquiry: * The Earth's major systems. *The interaction of Earth's systems. * The role of the ocean in the Earth's systems.	navigate challenges and develop positive traits through human interactions fosters personal growth and promotes cultural diversity. Key Concepts: *Causation *Connection *Form *Perspective Lines of Inquiry: *People face challenges every day. Learning how to deal with them is part of growing up. *Human interactions can contribute to cultural diversity. *Traits help shape and cultivate behavior and interaction with people globally.	Humans have the responsibility to create and maintain functioning systems of government. Key Concepts: *Connections *Responsibility *Function *Form Lines of Inquiry: *Government affects the lives of all people. *The effect of people's freedom on society. *Governments use of multiplication and division of fractions and decimal fractions.	When people from different cultures share ideas and traditions, it helps everyone live better. Key Concepts: *Perspective *Connection *Function Lines of Inquiry: *Cultural interactions benefit the lives of people in positive and negative ways. *Appreciating our cultural differences through the use of literature, music, and dance. *Traditions, celebrations, art, holidays, and attitudes of cultures are reflected in every country of the Western Hemisphere.	living things and nonliving things in their environment to survive. Key Concepts: *Function *Responsibility *Connection: Lines of inquiry: *Energy and matter move through our environment. * Organisms change their ecosystems. *Invasive species compete for resources with existing species in an ecosystem.
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Grade 6 Program of Inquiry

	1. Who We Are	2. Where We are in Place and Time	3. How We Express Ourselves	4. How the World Works	5. How We organize Ourselves	6. Sharing the Planet
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G R A D E 6	Central Idea: Consider complex character traits to investigate how setting shapes characters, and to analyze how characters are vehicles for theme Key Concepts: *Form *Change *connection *Perspective Lines of Inquiry: *Human relationships as it relates to setting and innate characteristics. *Human adaptations to society and the impact of immigration and migration. *Cultural influence on	Central Idea: Society changes as consequences of human development and/or environmental change. Key Concepts: *Causation *Form *Responsibility *Change Lines of Inquiry: *Human beings developed from the Paleolithic Age to the Neolithic Age as they interacted with their environment and developed new forms of society. *Archeologists can use tools to draw conclusions from sites where early man resided. *Artifacts tell us a great deal about a society.	Central Idea: Classical civilizations share many characteristics and continue to influence modern life. Key Concepts: *Responsibility *Connection *Change *Function Lines of Inquiry: *Ancient civilizations created a foundation for society today. *Laws and structures from the past positively impact the world. *Geographic factors impact the development of civilizations.	Central Idea: Energy is essential for life and all other processes on earth. Key Concepts: *Function *Causation *Connection Lines of Inquiry: *Energy interacts with and changes objects. *Analyze a systems kinetic and potential energy. *Relative positions of objects in a system change the amount of energy in the systems.	Central Idea: World religions are both similar and different. Religion plays a role in the world today. Key Concepts: * Form * Connection *Causation *Perspective Lines of Inquiry: *The major world religions (belief systems) share many similarities yet have differences. *Religions (belief systems) are based on a set of mutually held values. *Religion has influenced the daily lives and outlook of many peoples throughout history. *World religions continue to play a significant role in our world today.	Central Idea: Geography determines and influences history. Interactions between civilizations inevitably bring positive results. Key Concepts: *Causation *Responsibility *Connection: Lines of inquiry: *Trade networks promoted the exchange and diffusion of language, belief systems, tools intellectual ideas, inventions and diseases. *Pivotal events in history have promoted the interactions of people and the blending of cultures. *Complex societies and civilization adapt and design technologies that ensure adaptation to the environment and their survival.
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	beliefs and values. *Overcoming obstacles in daily life.					
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