

ANTIETAM ES PROGRAMME OF INQUIRY, SY 21-22

	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
	<i>An inquiry into the nature of 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</i>	<i>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.</i>	<i>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.</i>	<i>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 principals; the impact of scientific and technological advances on society and on the environment.</i>	<i>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.</i>	<i>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.</i>
Pre-K (choose 4)	<p>Central Idea: We use our minds and our bodies to learn about ourselves and the world around us.</p> <p>Lines of Inquiry: An inquiry into how individuals are special and unique.</p> <p>An inquiry into family and different family units.</p> <p>An inquiry into the five senses.</p> <p>Key Concepts: connection, perspective, causation</p>	<p>Central Idea:</p> <p>Lines of Inquiry:</p> <p>Key Concepts:</p>	<p>Central Idea: People express their feelings, ideas, and thoughts in a variety of ways.</p> <p>Lines of Inquiry: An inquiry into understanding our feelings by how our body reacts.</p> <p>An inquiry into how we can recognize the feelings of others.</p> <p>An inquiry into how to express our feelings in healthy ways.</p> <p>Key Concepts:</p>	<p>Central Idea: Weather and seasonal changes affect daily life of plants, animals, and people.</p> <p>Lines of Inquiry: An inquiry into the physical changes in the environment.</p> <p>An inquiry into how people, plants, and animals adapt to a changing environment.</p> <p>An inquiry into the interconnectedness of all living things in an environment.</p> <p>Key Concepts:</p>	<p>Central Idea:</p> <p>Lines of Inquiry:</p> <p>Key Concepts:</p>	<p>Central Idea: Living things change as they grow.</p> <p>Lines of Inquiry: An inquiry into the basic needs of all living things.</p> <p>An inquiry into how to care for living things.</p> <p>An inquiry into the stages of growth.</p> <p>Key Concepts: responsibility, causation, change</p>

			form, function, responsibility	form, connection, change		
Kindergarten (choose 4)		<p>Central Idea: Humans utilize past experiences and knowledge to benefit future generations.</p> <p>Lines of Inquiry: An inquiry into how maps and globes have changed over time as humans explore and gain more knowledge.</p> <p>An inquiry into how our understanding of time has evolved.</p> <p>An inquiry into why our past affects our present day and our future.</p> <p>Key Concepts: perspective, change</p>		<p>Central Idea: Good citizens interact and make connections with each other and the world around them.</p> <p>Lines of Inquiry: An inquiry into cycles (calendar, time, seasons, life, chronological)</p> <p>An inquiry into how choices affect daily life.</p> <p>An inquiry into how living organisms use their senses and their instincts to survive.</p> <p>Key Concepts: function, change, responsibility</p>	<p>Central Idea: There are basic requirements that all living organisms need to have in order to survive.</p> <p>Lines of Inquiry: An inquiry into needs and wants.</p> <p>An inquiry into how economic systems impact our lives.</p> <p>An inquiry into how we use our environment to benefit our lives.</p> <p>Key Concepts: form, connection, causation</p>	<p>Central Idea: We as global citizens have a responsibility to care for the environment.</p> <p>Lines of Inquiry: An inquiry into why all living things need to share resources to survive.</p> <p>An inquiry into how we show respect towards all living things.</p> <p>Key Concepts: responsibility, connection, form</p>
1 st Grade	<p>Central Idea: Relationships are vital to everyday life.</p> <p>Lines of Inquiry: An inquiry into the relationship between reading, writing, speaking, and listening.</p>	<p>Central Idea: Understanding our history influences the choices we make in the present and future.</p> <p>Lines of Inquiry: An inquiry into how humans utilize natural resources.</p>	<p>Central Idea: Human ability to make choices separates us from all other living things.</p> <p>Lines of Inquiry: An inquiry into economic decision-making.</p>	<p>Central Idea: Natural laws and human choices are interrelated.</p> <p>Lines of Inquiry: An inquiry into force, energy, and motion.</p> <p>An inquiry into geography and map skills.</p>	<p>Central Idea: Systems function when there are patterns, cycles, and processes.</p> <p>Lines of Inquiry: An inquiry into seasonal changes and how it affects organisms.</p>	<p>Central Idea: Living things depend on each other for survival in their environment.</p> <p>Lines of Inquiry: An inquiry into the basic needs of living things.</p> <p>An inquiry into animal features,</p>

	<p>An inquiry into how individual choices affect relationships.</p> <p>An inquiry into the relationship between the Earth and the sun.</p> <p>Key Concepts: responsibility, causation, connection</p>	<p>An inquiry into the people and events that shaped Virginia.</p> <p>An inquiry into how our past experiences can be shared through writing.</p> <p>Key Concepts: perspective, connection, causation</p>	<p>An inquiry into the properties of various objects.</p> <p>An inquiry into how we express our mathematical thinking.</p> <p>Key Concepts: causation, perspective</p>	<p>An inquiry into how choices affect outcomes.</p> <p>Key Concepts: causation, function, connection</p>	<p>An inquiry into mathematical processes and reasoning.</p> <p>An inquiry into writing structures.</p> <p>Key Concepts: form, function</p>	<p>adaptations, and habitats</p> <p>An inquiry into how we learn about other people through their unique characteristics.</p> <p>Key Concepts: responsibility, connection, perspective</p>
2 nd Grade	<p>Central Idea: We are unique individuals who value the ideas and contributions of others.</p> <p>Lines of Inquiry: An inquiry into being good citizens</p> <p>An inquiry into how students use intrapersonal and interpersonal skills to make choices.</p> <p>An inquiry into how humans are connected to each other and the world around them.</p> <p>Key Concepts: connection, responsibility</p>	<p>Central Idea: Our past affects the choices we make in the present.</p> <p>Lines of Inquiry: An inquiry into how innovations improve our lives.</p> <p>An inquiry into how organisms adapt to their environment</p> <p>Key Concepts: change, causation, form</p>	<p>Central Idea: Our experiences impact our opinions.</p> <p>Lines of Inquiry: An inquiry into how perspectives change over time.</p> <p>An inquiry into the human impact on the environment.</p> <p>An inquiry into how a person's passion can spark change.</p> <p>Key Concepts: perspective, change</p>	<p>Central Idea: Cycles and patterns are vital to our lives.</p> <p>Lines of Inquiry: An inquiry into life cycles, water cycles, and weather patterns.</p> <p>An inquiry into how mathematics is structured.</p> <p>An inquiry into story elements and writing structures.</p> <p>Key Concepts: function, causation</p>	<p>Central Idea: People make choices based on diverse needs and wants.</p> <p>Lines of Inquiry: An inquiry into economic decisions.</p> <p>An inquiry into how authors decide their audience and intended influence.</p> <p>Key Concepts: connection, perspective,</p>	<p>Central Idea: The survival of all organisms requires a balance.</p> <p>Lines of Inquiry: An inquiry into how Native Americans used natural resources to survive.</p> <p>An inquiry into how plants and animals are necessary for human survival.</p> <p>An inquiry into the interconnected relationship between humans and our environment.</p> <p>Key Concepts:</p>

						causation, connection, responsibility
3 rd Grade	<p>Central Idea: Systems influence interactions with the world.</p> <p>Lines of Inquiry:</p> <p>An inquiry into how conservation affects non-renewable and renewable resources.</p> <p>An inquiry into how democracy gives people a voice.</p> <p>An inquiry into how the land and culture of Ancient China formed their sense of self.</p> <p>Key Concepts: responsibility, causation, function</p>	<p>Central Idea: Throughout history, living things have had to adapt to their environment for survival.</p> <p>Lines of Inquiry: An inquiry into ancient civilizations of Egypt and its influences on today's world.</p> <p>An inquiry into aquatic and terrestrial ecosystems.</p> <p>An inquiry into how narrative writing stems from meaningful experiences.</p> <p>Key Concepts: change, causation</p>	<p>Central Idea: Humans make choices based on limited resources.</p> <p>Lines of Inquiry: An inquiry into how Ancient Malians adapted to their environment.</p> <p>An inquiry into why soil is important for all living things.</p> <p>An inquiry into the Ancient Egyptian contributions that are utilized today.</p> <p>Key Concepts: connection, form</p>	<p>Central Idea: Humans work together to organize systems to respect and protect others and our environment.</p> <p>Lines of Inquiry: An inquiry into the responsibilities of a global citizen.</p> <p>An inquiry into the properties of water and other materials.</p> <p>An inquiry into how symbols on a map represent geographical features.</p> <p>Key Concepts: connection, responsibility</p>	<p>Central Idea: Humans invent and work together to make life easier.</p> <p>Lines of Inquiry: An inquiry into simple machines and how they create less work.</p> <p>An inquiry into how resources and economics are dependent upon each other.</p> <p>An inquiry into the structure and function of non-fiction texts.</p> <p>Key Concepts: connection, function, form</p>	<p>Central Idea: Contributions of past civilizations affect our daily lives.</p> <p>Lines of Inquiry: An inquiry into how the innovations and contributions of Ancient Greece and Rome made an impact on our planet.</p> <p>An inquiry into behavioral and physical adaptations.</p> <p>An inquiry into how opinion/persuasive writing can influence other people.</p> <p>Key Concepts: connection, perspective</p>
4 th Grade	<p>Central Idea: Our beliefs, values, rights and responsibilities reflect who we are as individuals.</p> <p>Lines of inquiry: An inquiry into what contributes to</p>	<p>Central Idea: Exploration leads to discovery, expansion, and new opportunities.</p> <p>Lines of inquiry: An inquiry into how people adapt based</p>	<p>Central Idea: Our ideas and beliefs can contribute to discoveries and innovations within our community.</p> <p>Lines of inquiry:</p>	<p>Central Idea: The quality of a system depends on relationships and their interdependence.</p> <p>Lines of inquiry: An inquiry into how different cultures</p>	<p>Central Idea: The connections between humans with themselves and other organisms have an impact on our environment and our way of life,</p>	<p>Central Idea: Plans for the future are impacted by past and current events.</p> <p>Lines of inquiry: An inquiry into how past and present</p>

	<p>the choices that individuals make</p> <p>An inquiry into how connections with other people shape our choices</p> <p>An inquiry into how reflections can cause change and help individuals and societies progress</p> <p>Key Concepts: function, connection</p>	<p>on their needs and environment.</p> <p>An inquiry into how societies utilize an understanding of the past to broaden their future opportunities.</p> <p>An inquiry into how people play different roles in a society.</p> <p>Key Concepts: function, causation and connection</p>	<p>An inquiry into the responsibilities of being a global citizen</p> <p>An inquiry into how reactions and expressions of people may lead to change</p> <p>An inquiry into how perspectives are formed due to environmental influences</p> <p>Key Concepts: change, perspective and responsibility</p>	<p>impact the development of society</p> <p>An inquiry into how connections within an ecosystem are important for survival.</p> <p>An inquiry into how individuals use their environment to meet their needs</p> <p>Key Concepts: form, connections, and change</p>	<p>Lines of inquiry: An inquiry into the reasons for conflicts and the recovery process</p> <p>An inquiry into how cycles, patterns, and connections influence our lives.</p> <p>Key Concepts: change, connections, perspective</p>	<p>experiences influence future opportunities</p> <p>An inquiry into how observations, testing, and collaboration can change our perspective.</p> <p>Key Concepts: causation, connection, perspective</p>
5 th Grade	<p>Central Idea: All things are connected.</p> <p>Lines of Inquiry: An inquiry into how parts impact a whole</p> <p>An inquiry into how opinions shape our thinking</p> <p>An inquiry into the similarities and differences in our world</p> <p>Key Concepts: change, connection</p>	<p>Central Idea: Constant changes cause movement and growth</p> <p>Lines of inquiry: An inquiry into what causes changes</p> <p>An inquiry into movement from place to place</p> <p>An inquiry into how change occurs</p> <p>Key Concepts: causation, change and responsibility</p>	<p>Central Idea: Culture impacts the way feelings, ideas, beliefs, and values are developed and expressed</p> <p>Lines of inquiry: An inquiry into the ways in which we express our ideas</p> <p>An inquiry into personal expression</p> <p>An inquiry into how</p>	<p>Central Idea: The structure of the world creates interdependence</p> <p>Lines of inquiry: An inquiry into the classification of Earth materials</p> <p>An inquiry into how connections are important to understanding our world</p> <p>An inquiry into the organization of our</p>	<p>Central Idea: All living and non-living things can be classified by certain characteristics</p> <p>Lines of inquiry: An inquiry into classification of living and non-living things</p> <p>An inquiry into the organizational systems of our world</p>	<p>Central Idea: Responsible citizens influence progress</p> <p>Lines of inquiry: An inquiry into the responsibilities of being an active citizen in our global community</p> <p>An inquiry into how humans impact our society</p>

			<p>perspectives are formed based on universal connections</p> <p>Key Concepts: perspective & form</p>	<p>classrooms and communities</p> <p>Key Concepts: function, change and perspective</p>	<p>An inquiry into how structures support understanding</p> <p>Key Concepts: function, causation & connection</p>	<p>An inquiry into how communities function</p> <p>Key Concepts: causation & perspective</p>
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