

**Program of Inquiry ~ Whittier International School ~ Boulder, Colorado ~ USA**

Updated 5-20-06, LB

Grades	Who we are	Where we are in time and place	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
	<i>An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, communities, and cultures; of our rights and responsibilities; of what it means to be human.</i>	<i>An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.</i>	<i>An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs, and values through language and the arts.</i>	<i>An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.</i>	<i>An exploration of human systems and communities; of the world of work, its nature and its value; of employment and their impact.</i>	<i>An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.</i>
<b>K</b>	<p><b>Title:</b> My Senses and Me  <b>Central idea:</b> <i>We know the world through our senses.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ The information each sense gives us</li> <li>▪ Body parts and the senses</li> <li>▪ When a sense doesn't work</li> </ul>	<p><b>Title:</b> Continents  <b>Central idea:</b> <i>People live on continents.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ Continents</li> <li>▪ People on the continents</li> <li>▪ A comparison of Antarctica and Africa</li> </ul>	<p><b>Title:</b> Celebrations  <b>Central idea:</b> <i>People celebrate for different reasons.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ Different celebrations around the world</li> <li>▪ The reasons people celebrate</li> </ul>	<p><b>Title:</b> Wood  <b>Central idea:</b> <i>People use wood.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ What is wood?</li> <li>▪ Types of wood</li> <li>▪ Different uses for wood</li> </ul>	<p><b>Title:</b> School RULES!  <b>Central idea:</b> <i>Rules help people work together.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ Our classroom</li> <li>▪ Classroom rights</li> <li>▪ Classroom responsibilities</li> <li>▪ Rules in the school</li> </ul>	<p><b>Title:</b> Trash or Treasure  <b>Central Idea:</b> <i>We can reduce, reuse and recycle things we use.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ Why people reduce, reuse and recycle</li> <li>▪ Things we can reduce, reuse and recycle</li> </ul>
<b>Specialists</b>	<p><b>P.E. –</b> Blind Fold Game  <b>Music –</b> Song repertoire, body percussion and movement</p>	<p><b>Music -</b> Song repertoire, videos: music of cultures, music history</p>	<p><b>Music:</b> Heritage Night: songs of other cultures &amp; languages, seasonal &amp; holiday song repertoire</p>	<p><b>Library</b></p>	<p><b>Music:</b> Word songs, rules songs</p>	<p><b>Art &amp; Library</b>  <b>Music:</b> Recycle raps, Earth day song repertoire</p>
<b>1</b>	<p><b>Title:</b> My Family and Me  <b>Central idea:</b> <i>Families affect who you are.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ Families are different</li> <li>▪ Families change</li> <li>▪ Families' needs</li> </ul>	<p><b>Title:</b> Personal Histories  <b>Central idea:</b> <i>Our past and present are connected.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ Personal History</li> <li>▪ Generations</li> <li>▪ Heritage</li> </ul>	<p><b>Title:</b> Expressing Feelings.  <b>Central idea:</b> <i>People can show their feelings through the arts.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ Oral expression of stories, poems, and songs</li> <li>▪ Showing your feelings</li> <li>▪ Drama</li> </ul>	<p><b>Title:</b> Worms  <b>Central idea:</b> <i>Worms have similar needs to other living things.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ What worms need</li> <li>▪ The characteristics of worms</li> <li>▪ How to investigate something</li> </ul>	<p><b>Title:</b> Going to the Market  <b>Central idea:</b> <i>People go to markets to get things they need and want.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ Making choices at a market</li> <li>▪ Why people go to a market</li> <li>▪ What is at a market</li> </ul>	<p><b>Title:</b> Pets  <b>Central Idea:</b> <i>Pets have needs.</i>  <b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>▪ Pets' rights</li> <li>▪ Taking care of a pet</li> <li>▪ Pets in different cultures</li> </ul>

<b>Specialists</b>	<b>P.E.:</b> Family Exercise and Habits <b>Music:</b> Songs	<b>Library:</b> Research <b>Music:</b> Multicultural listening, videos and songs	<b>Music:</b> Songs, performances <b>P.E.:</b> Dance	<b>Music:</b> Poetry, composition, songs repertoire, instruments	<b>Music:</b> Work songs	
<b>Grades</b>	<b>Who we are</b>	<b>Where we are in time and place</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>How we organize ourselves</b>	<b>Sharing the planet</b>
<b>2</b>	<b>Title:</b> Who's Who? <b>Central idea:</b> <i>We are all individuals with similarities and differences</i> <b>An inquiry into:</b> <ul style="list-style-type: none"> <li>▪ What makes us unique</li> <li>▪ The need to communicate</li> <li>▪ Caring for ourselves</li> </ul>	<b>Title:</b> Fairy Tales <b>Central idea:</b> <i>Fairy tales are part of an ancient tradition which are still popular today.</i> <b>An inquiry into:</b> <ul style="list-style-type: none"> <li>▪ Common elements and symbols of a fairy tale</li> <li>▪ Universal themes and messages</li> <li>▪ Traditional fairy tales from other perspectives</li> </ul>	<b>Title:</b> Roses Are Red <b>Central idea:</b> <i>People use poetry to express themselves.</i> <b>An inquiry into:</b> <ul style="list-style-type: none"> <li>▪ Different types of poetry</li> <li>▪ The structures of poetry</li> <li>▪ Poetry as a way of expressing feelings</li> <li>▪ Poetry around the world</li> <li>▪ Interpretation of poetry</li> </ul>	<b>Title:</b> Creepy Crawlers and Frequent Flyers <b>Central idea:</b> <i>Arthropods are valued in different ways.</i> <b>An inquiry into:</b> <ul style="list-style-type: none"> <li>▪ Characteristics of arthropods</li> <li>▪ The life cycle of arthropods</li> <li>▪ Arthropods in the food chain</li> <li>▪ Arthropods in farming</li> </ul>	<b>Title:</b> Community Elements <b>Central idea:</b> <i>Members of a community are interdependent.</i> <b>An inquiry into:</b> <ul style="list-style-type: none"> <li>▪ Members work, live and depend on each other</li> <li>▪ Necessary elements of a functioning community</li> <li>▪ Communities expressing and preserving their identities</li> <li>▪ Communities changing over time</li> </ul>	<b>Title:</b> Above and Below <b>Central Idea:</b> <i>People's lives are affected by the region in which they live.</i> <b>An inquiry into:</b> <ul style="list-style-type: none"> <li>▪ Native people adapting to their environment are using natural resources</li> <li>▪ Ways settlers adapt and modify their environment</li> <li>▪ Changes in societies that affect the connection between each other and the natural world</li> </ul>
<b>Specialists</b>	<b>P.E.:</b> Heart Healthy Info <b>Music:</b> Movement to Music		<b>Music:</b> Poetry, limericks, composition, song repertoire	<b>Music:</b> Performance, song repertoire		<b>Music:</b> Song repertoire
<b>3</b>	<b>Title:</b> We Can Work It Out <b>Central idea:</b> <i>Conflict is part of life. We have a responsibility to resolve conflict positively.</i> <b>An inquiry into:</b> <ul style="list-style-type: none"> <li>▪ Conflict has different forms</li> <li>▪ How people resolve conflicts</li> </ul>	<b>Title:</b> Where in the world are we? <b>Central idea:</b> <i>Maps and globes have been used through history as tools for people to locate themselves on the planet.</i> <b>An inquiry into:</b> <ul style="list-style-type: none"> <li>▪ How to interpret maps and globes</li> <li>▪ Where we are in relationship to others</li> <li>▪ Physical and human characteristics of places and how these define a region</li> </ul>	<b>Title:</b> Superheros: Fact and Fiction <b>Central idea:</b> <i>Superheros exist in real life as well as in fiction</i> <b>An inquiry into:</b> <ul style="list-style-type: none"> <li>▪ How superheros in fiction and real life are alike and different</li> <li>▪ Conflict resolution: real life vs. fiction</li> <li>▪ Character traits of heros and villains</li> </ul>	<b>Title:</b> Good Vibrations <b>Central idea:</b> <i>Sound is a universal phenomenon.</i> <b>An inquiry into:</b> <ul style="list-style-type: none"> <li>▪ Sounds are caused by vibrations</li> <li>▪ Sounds are transmitted by many materials</li> <li>▪ The way sound is used to communicate</li> </ul>	<b>Title:</b> International Rights of a Child <b>Central Idea:</b> <i>Every child has rights and responsibilities.</i> <b>An inquiry into:</b> <ul style="list-style-type: none"> <li>▪ The rights of each child</li> <li>▪ Children who do and don't experience basic rights</li> <li>▪ The relationship between rights &amp; responsibilities</li> <li>▪ How each person can make a difference</li> <li>▪ Ways to celebrate rights of the child and UN day</li> </ul>	<b>Title:</b> Prairies to Peaks <b>Central Idea:</b> <i>Characteristics of each zone on earth support the life forms that exist there.</i> <b>An inquiry into:</b> <ul style="list-style-type: none"> <li>▪ How life forms differ from zone to zone</li> <li>▪ How people's lives are defined by the zone they live in</li> <li>▪ What adaptations plants and animals need</li> <li>▪ How to form a demand for water is unique to each zone</li> </ul>

Specialists	<b>Music:</b> Tension/release, examples: listening, singing, instrumentation		<b>Art:</b> <b>Library:</b> Music:	<b>Music:</b> Keyboards, instruments, listening	<b>Library:</b> Videotaped Rights Music: Song Repertoire	<b>Music:</b> Song Repertoire
Grades	Who we are	Where we are in time and place	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
4	<p><b>Title:</b> Revolution</p> <p><b>Central idea:</b> <i>Revolution can lead to changes in society and culture.</i></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Differing perspectives of involved parties</li> <li>How beliefs and values affect our choices of action</li> <li>Case study: the U.S. Revolution</li> </ul>	<p><b>Title:</b> Our Place in Space</p> <p><b>Central idea:</b> <i>Conditions on Earth are affected by our location in space.</i></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>The history of space exploration</li> <li>The elements and history of our solar system</li> <li>How our place in space creates seasons, days, months, years, and the ability to sustain life</li> </ul>	<p><b>Title:</b> Body Language</p> <p><b>Central idea:</b> <i>Body language communicates thoughts and feelings.</i></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Becoming aware of the body language of ourselves and others</li> <li>Interpreting the meaning of body language</li> <li>How culture and experiences affect meaning</li> </ul>	<p><b>Title:</b> Magnetism and Electricity</p> <p><b>Central idea:</b> <i>Electricity and magnetism are natural forces with predictable behaviors.</i></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Examples of electricity and magnetism in nature</li> <li>Predictable behaviors of electricity and magnetism</li> <li>Human inventions using electricity and magnetism</li> </ul>	<p><b>Title:</b> Exploration to Colonization</p> <p><b>Central idea:</b> <i>People explore and colonize "new lands" for different reasons and with varying results.</i></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Reasons people explore and colonize</li> <li>Survival issues for explorers and colonists</li> <li>International effects of exploration and colonization</li> <li>Case study: The 13 U.S. colonies</li> </ul>	<p><b>Title:</b> Food as a Resource</p> <p><b>Central idea:</b> <i>Food is a limited resource.</i></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Why different people eat different foods</li> <li>Why and how food production changes</li> <li>The effects of changes to food production</li> </ul>
Specialists	<b>Music:</b> Music of revolution		<b>P.E.:</b> Dance <b>Music:</b> Music & Movement		<b>Music:</b> Music Repertoire	
5	<p><b>Title:</b> Human Growth and Development</p> <p><b>Central idea:</b> <i>Understanding our body systems provides a necessary foundation for making responsible choices in our health habits and social behavior.</i></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>The systems of the human body</li> <li>Physical, emotional, and sexual health</li> <li>Factors that allow us to nurture the health and safety of our own, and others' bodies</li> </ul>	<p><b>Title:</b> Immigration</p> <p><b>Central idea:</b> <i>The world is impacted by people who leave their home countries to live in new locations.</i></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Reasons for emigration, historically and today</li> <li>Impact on immigrants, and their new country</li> <li>Past and present perspectives on immigration</li> </ul>	<p><b>Title:</b> PYP Exhibition</p> <p><b>Central idea:</b> <i>Accumulated knowledge can be applied and presented in a meaningful way.</i></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>How our knowledge can impact others</li> <li>How knowledge can be applied in an unfamiliar setting</li> <li>How we can involve family &amp; community in our learning through action</li> <li>Creative and comprehensive presentation of acquired skills, attitudes, and knowledge</li> </ul>	<p><b>Title:</b> Variables</p> <p><b>Central idea:</b> <i>Components of a system may be varied or controlled in order to predict or influence the outcome of an interaction.</i></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>How to design and carry out scientific investigations</li> <li>How energy is transferred</li> <li>How interactions produce changes in a system</li> <li>How human beings affect the world through science</li> </ul>	<p><b>Title:</b> The Price is Right</p> <p><b>Central idea:</b> <i>People choose different economic values and principles to guide their decisions in a world with limited resources.</i></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Economics and historic events</li> <li>A comparison and a contrast between different economic systems used throughout the world</li> <li>Economics principles</li> </ul>	<p><b>Title:</b> The Water Planet</p> <p><b>Central idea:</b> <i>Humans have rights and responsibilities based on their knowledge of water as a finite resource and as a habitat.</i></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>States, characteristics and processes of water</li> <li>Uses of water</li> <li>Water politics</li> <li>Interdependence between humans and water</li> </ul>
Specialists	<b>P.E.:</b> Workouts	<b>Music:</b> Ethnic Music				