

SCA Lombardi
Programme of Inquiry
Academic Year 2022-2023

ETK / TK POI					
WHO WE ARE (#1)	WHERE WE ARE IN PLACE AND TIME (#3)	HOW WE EXPRESS OURSELVES (#2)	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET (#4)
<p>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.</p>	<p>An 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.</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 for the aesthetic.</p>	<p>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 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>
<p>Central Idea My role in the world</p> <p>Lines of Inquiry what makes me me what makes a friend working together</p> <p>Learner Profile caring principled balanced</p> <p>Key Concepts change responsibility</p> <p>Related Concepts growth citizenship</p> <p>ATL Skills social skills self Management</p> <p>Summative Students will select a picture of themselves and tell how it shows they are important in the world.</p>	<p>Central Idea Everyone has a special place in the world.</p> <p>Lines of Inquiry where we live understanding a neighborhood homes around the world</p> <p>Learner Profile inquirer risk-taker</p> <p>Key Concepts form connection function</p> <p>Related Concepts neighborhood world house home environment</p> <p>ATL Skills creative thinking research</p> <p>Summative Build a type of house that is different from the one you live in.</p>	<p>Central Idea Play can express feelings and ideas.</p> <p>Lines of Inquiry communicating through play imaginative use of everyday materials games lead to new understandings</p> <p>Learner Profile open-minded reflective balanced</p> <p>Key Concepts perspective connection form</p> <p>Related Concepts opinions, tools, structure, patterns, communication, share</p> <p>ATL Skills thinking self-management</p> <p>Summative Students will select a form of imaginative play to communicate a universal feeling or idea.</p>			<p>Central Idea Animals and plants depend on each other.</p> <p>Lines of Inquiry needs of animals needs of a plant plants provide food and shelter for animals</p> <p>Learner Profile inquirer thinker knowledgeable</p> <p>Key Concepts form function change causation</p> <p>Related Concepts patterns cause and effect systems relationships</p> <p>ATL Skills Social-Collaboration Research-Media Thinking-Critical</p> <p>Summative Sensory bin - students will demonstrate their understanding of how plants and animals depend on one another via oral sharing.</p>

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Kindergarten POI					
WHO WE ARE (#2)	WHERE WE ARE IN PLACE AND TIME (#4)	HOW WE EXPRESS OURSELVES (#3)	HOW THE WORLD WORKS (#1) (overarching)	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET (#5)
<p><u>An inquiry into</u> the nature of self; beliefs and values; personal, physical, mental, social and spiritual health; <u>human relationships including</u> families, <u>friends, communities</u> and cultures; rights and responsibilities; <u>what it means to be human.</u></p>	<p><u>An inquiry into orientation in place and time;</u> personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, <u>from local and global perspectives.</u></p>	<p><u>An inquiry into the ways in which we discover and express ideas, feelings,</u> nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; <u>our appreciation for the aesthetic.</u></p>	<p><u>An inquiry into the natural world and its laws;</u> 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 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><u>An inquiry into</u> the rights and responsibilities in the struggle to share finite resources with other people and with other living things; <u>communities and the relationships within and between them;</u> access to equal opportunities; peace and conflict resolution.</p>
<p>Central Idea Connections influence our identity.</p> <p>Lines of Inquiry Responsibilities of a friend</p> <p>Responsibilities of members in the school community</p> <p>Responsibilities of local & global community members</p> <p>Learner Profile caring communicator principled</p> <p>Key Concepts change responsibility connection</p> <p>Related Concepts friendship rules roles</p> <p>ATL Skills communication self-management</p> <p>Summative Present to the class, your representation of what you want to be when you grow up. You will explain what your role is, the responsibilities you will have and what tools you may need to do your job.</p>	<p>Central Idea People use symbols to communicate</p> <p>Lines of Inquiry the purpose of symbols</p> <p>recognizing global symbols</p> <p>symbols on a map</p> <p>Learner Profile risk-taker knowledgeable inquirers</p> <p>Key Concepts connection function form</p> <p>Related Concepts neighborhoods design communication</p> <p>ATL Skills research thinking</p> <p>Summative Design a flag/banner/ poster that represents you</p>	<p>Central Idea Ideas and feelings are expressed through literature and storytelling.</p> <p>Lines of Inquiry development of stories and literature</p> <p>Illustrations and photographs support literature</p> <p>Literature and storytelling can connect people</p> <p>Learner Profile open minded reflective balanced</p> <p>Key Concepts perspective connection form function</p> <p>Related Concepts opinions emotion structure</p> <p>ATL Skills thinking communication</p> <p>Summative Students will express themselves and their thoughts through either an oral story or by creating a book.</p>	<p>Central Idea Patterns in the natural world cause changes in an environment.</p> <p>Lines of Inquiry Patterns over time.</p> <p>How the weather changes.</p> <p>Sun affects the environment.</p> <p>Learner Profile Knowledgeable Inquirers</p> <p>Key Concepts Causation Function Change</p> <p>Related Concepts Patterns Seasons</p> <p>ATL Skills thinking skills research skills</p> <p>Summative Part one: Students will name the four seasons. Part two: Students will put the seasons in the correct seasonal pattern using visuals. Part three: Choose a season, describe the season, and draw what you would wear during your chosen season.</p>	<p>Central Idea Living things (plants & animals) interact in a system.</p> <p>Lines of Inquiry the needs of plants</p> <p>the needs of animals</p> <p>engineers design shelter for plants and animals</p> <p>Learner Profile inquirer thinker knowledgeable</p> <p>Key Concepts form/function connection causation</p> <p>Related Concepts relationship environment systems</p> <p>ATL Skills social Skills research Skills thinking Skills</p> <p>Summative Students will draw a picture that represents the relationship between plants and animals. Students will explain (written or verbally) their representation.</p>	

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1st Grade POI					
WHO WE ARE (#5)	WHERE WE ARE IN PLACE AND TIME (#4)	HOW WE EXPRESS OURSELVES (#3)	HOW THE WORLD WORKS (#2)	HOW WE ORGANIZE OURSELVES (#6)	SHARING THE PLANET (#1)
<p><u>An inquiry into the nature of self</u>; beliefs and values; personal, physical, mental, social and spiritual health; <u>human relationships including families</u>, friends, <u>communities, and cultures</u>; rights and responsibilities; what it means to be human.</p>	<p><u>An inquiry into orientation in place and time</u>; 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.</p>	<p><u>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u>; the ways in which we reflect on, extend and enjoy our creativity; our appreciation for the aesthetic.</p>	<p><u>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies</u>; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.</p>	<p><u>An inquiry into</u> the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; <u>economic activities and their impact on humankind and the environment</u>.</p>	<p><u>An inquiry into</u> 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; <u>access to equal opportunities; peace and conflict resolution</u>.</p>
<p>Central Idea Cultures can connect communities.</p> <p>Lines of Inquiry how we are unique</p> <p>traditions connect families</p> <p>customs connect communities</p> <p>Learner Profile inquirer risk-taker open-minded</p> <p>Key Concepts perspective connection</p> <p>Related Concepts compare contrast</p> <p>ATL Skills thinking Skills research Skills</p> <p>Summative Students will be able to compare and contrast themselves with another culture of their choice on a Venn diagram/Double Bubble Map. Then students will write about it. Topics of research include food/cuisine, music, customs/traditions.</p>	<p>Central Idea Our past connects us to the present.</p> <p>Lines of Inquiry school then and now</p> <p>transportation then and now</p> <p>daily life then and now</p> <p>Learner Profile thinkers open-minded</p> <p>Key Concepts change form</p> <p>Related Concepts transformations innovations</p> <p>ATL Skills Thinking Research</p> <p>Summative Students will write an opinion piece that supports their reasons why a modern day innovation is better than the original version.</p>	<p>Central Idea Perspectives can influence patriotism.</p> <p>Lines of Inquiry The form and function of light</p> <p>The importance of landmarks, holidays, and songs</p> <p>How cultures show their beliefs</p> <p>Learner Profile Risk takers Communicators</p> <p>Key Concepts perspective form</p> <p>Related Concepts expression differences</p> <p>ATL Skills Research communication</p> <p>Summative Students will create their own country. They can create a poster, book, etc. to show their understanding about landmarks, holidays, songs, light, etc.</p>	<p>Central Idea Patterns in the natural world.</p> <p>Lines of Inquiry An inquiry into patterns in space and its impact on the environment</p> <p>How people are influenced by plants & animals</p> <p>How living things are connected to other living things</p> <p>Learner Profile knowledgeable thinker</p> <p>Key Concepts connection causation</p> <p>Related Concepts impact patterns</p> <p>ATL Skills thinking communication</p> <p>Summative Students will use materials to design a solution to a human problem by mimicking how a plant or animal uses its structures to help it survive, grow, or meet its needs.</p>	<p>Central Idea Economic activities can impact people</p> <p>Lines of Inquiry forms and function of currency around the world</p> <p>how currency is used to exchange goods and services.</p> <p>The impact of goods and services on humankind.</p> <p>Learner Profile thinker knowledgeable</p> <p>Key Concepts form function</p> <p>Related Concepts goods services exchange</p> <p>ATL Skills thinking skills self-management</p> <p>Summative Students will create a place of business and explain if it provides a good or service.</p>	<p>Central Idea Choices can lead to change.</p> <p>Lines of Inquiry traits of a model citizen</p> <p>connections between words and actions</p> <p>how individual and group choices affect others</p> <p>Learner Profile principled inquirer</p> <p>Key Concepts responsibility form</p> <p>Related Concepts behavior characteristics</p> <p>ATL Skills social skills self-management skills</p> <p>Summative Students will write and illustrate how one's choices influence the community using the sentence frame, "If everybody _____ than _____."</p>

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Second Grade POI

WHO WE ARE (#2)	WHERE WE ARE IN PLACE AND TIME (#3)	HOW WE EXPRESS OURSELVES(#6)	HOW THE WORLD WORKS (#4)	HOW WE ORGANIZE OURSELVES (#1)	SHARING THE PLANET(#5)
<p>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.</p>	<p>An 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.</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 for the aesthetic.</p>	<p>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 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>
<p>Central Idea Relationships change over time.</p> <p>Lines of Inquiry what makes a family how numbers are related how the properties of matter change</p> <p>Learner Profile caring reflective balanced</p> <p>Key Concepts connection change</p> <p>Related Concepts sequence relationships</p> <p>ATL Skills Research Social</p> <p>Summative Pick a relationship to show/explain how it has changed over time.</p>	<p>Central Idea Locations connect us to the world.</p> <p>Lines of Inquiry where we are globally geographic features Where numbers are located</p> <p>Learner Profile knowledgeable communicator</p> <p>Key Concepts form connection</p> <p>Related Concepts features location</p> <p>ATL Skills Communication Thinking</p> <p>Summative Students will pick a location and describe its features and explain how it is connected to them.</p>	<p>Central Idea People can express themselves creatively in many different ways.</p> <p>Lines of Inquiry the forms of artistic elements ideas communicated through art cultural perspectives on the arts</p> <p>Learner Profile balanced open-minded</p> <p>Key Concepts perspective form</p> <p>Related Concepts patterns opinion</p> <p>ATL Skills Self-management Communication</p> <p>Summative Students will be able to independently create a piece of art that expresses their culture and communicates their individuality through different artistic elements and mediums.</p>	<p>Central Idea Events can impact the world and people.</p> <p>Lines of Inquiry how the natural world changes the relationship between Earth's events and the impact of Earth's events the cause and effect of addition and subtraction</p> <p>Learner Profile inquirer thinker</p> <p>Key Concepts causation change</p> <p>Related Concepts cycles impact</p> <p>ATL Skills thinking research</p> <p>Summative Summative Assessment: What event has caused a change in your life?</p>	<p>Central Idea Systems have a function</p> <p>Lines of Inquiry Types of systems How systems helps people Responsibilities within a system</p> <p>Learner Profile principled reflective risk-taker</p> <p>Key Concepts function responsibility</p> <p>Related Concepts government systems cooperation</p> <p>ATL Skills self-management communication</p> <p>Summative Students pick a problem, create a "law" to help with the problem, justify why we need the new law, show how and who is going to enforce the new law, and then what happens to someone if the law has been broken. (Shows all 3 branches of government)</p>	<p>Central Idea Humans use resources that have an impact on other living things</p> <p>Lines of Inquiry plant and animal relationships the role of producers and consumers impact of human choices</p> <p>Learner Profile thinker knowledgeable communicator</p> <p>Key Concepts causation function</p> <p>Related Concepts consequence role</p> <p>ATL Skills social thinking</p> <p>Summative Students will choose a consumable product (Avocados from Mexico...) and create a flow map that shows how the product gets produced and delivered. Once that portion is complete, students will answer the question, "What if you didn't have _____? (water, land, machinery, farm workers, or transportation)</p>

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Third Grade POI

WHO WE ARE (#6)	WHERE WE ARE IN PLACE AND TIME (#2)	HOW WE EXPRESS OURSELVES (#1) (overarching)	HOW THE WORLD WORKS (#4)	HOW WE ORGANIZE OURSELVES (#3)	SHARING THE PLANET (#5)
<p><u>An inquiry into the nature of self</u>; beliefs and values; <u>personal, physical, mental</u>, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p><u>An inquiry into orientation in place and time</u>; personal histories; <u>homes and journeys</u>; the discoveries, explorations and migrations of humankind; <u>the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives</u>.</p>	<p><u>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs</u> and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation for the aesthetic.</p>	<p><u>An inquiry into the natural world and its laws</u>; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; <u>the impact of scientific and technological advances on society and the environment</u>.</p>	<p><u>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations</u>; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><u>An inquiry into the rights and responsibilities</u> in the struggle to share finite resources with other people and with other living things; <u>communities and the relationships within and between them</u>; access to equal opportunities; peace and conflict resolution.</p>
<p>Central Idea Organisms have observable traits.</p> <p>Lines of Inquiry plants and animals go through predictable life cycles</p> <p>the similarities and differences within organisms</p> <p>inheritance and environmental factors play a role in determining physical characteristics</p> <p>Learner Profile open-minded caring</p> <p>Key Concepts change causation connection</p> <p>Related Concepts patterns cycles growth</p> <p>ATL Skills research skills</p> <p>Summative Students will show their mastery of variations and inherited traits by using key academic vocabulary directly related to the Lines of Inquiry and Central Idea</p>	<p>Central Idea The relationship between physical geography and the needs of individuals could cause those individuals to adapt within their environment.</p> <p>Lines of Inquiry the physical features of any region</p> <p>how people use natural resources</p> <p>the relationships between native people and newcomers</p> <p>Learner Profile open-minded knowledgeable</p> <p>Key Concepts change responsibility</p> <p>Related Concepts values adaptation</p> <p>ATL Skills social skills research skills</p> <p>Summative Students will choose a tribe to research and focus on how their geography and their resources influenced how they acquired their basic daily needs. They use this information to compare their chosen tribe with either the Yokuts or the Inuits.</p>	<p>Central Idea Literature can engage the audience and communicate meaning and emotion.</p> <p>Lines of Inquiry universal morals, beliefs, and customs</p> <p>central message and/or theme</p> <p>understanding perspectives through literature</p> <p>Learner Profile communicator inquirer</p> <p>Key Concepts connection perspective</p> <p>Related Concepts message emotion</p> <p>ATL Skills communication skills social skills</p> <p>Summative Students will choose a type of folktale to write. The folktale (fairy tale/ Fable) must include the characteristics of the chosen folktale written. Students will be scored on a 4 point rubric.</p>	<p>Central Idea Patterns of change can be used to make predictions.</p> <p>Lines of Inquiry measuring and collecting weather data</p> <p>climates variations in different regions of the world</p> <p>how weather influences people's action</p> <p>Learner Profile open-minded caring</p> <p>Key Concepts causation form</p> <p>Related Concepts environment measurement evidence</p> <p>ATL Skills research skills self-management</p> <p>Summative Students will select a global location, analyze the 5 day forecast and use the patterns of change to predict the next weather cycle.</p>	<p>Central Idea Actions of extraordinary people can impact the daily functions of organizations and enact change.</p> <p>Lines of Inquiry the reasons for rules and laws</p> <p>the types of human-made systems and their structure</p> <p>interconnectedness of symbolism</p> <p>Learner Profile principled balanced thinker</p> <p>Key Concepts form function</p> <p>Related Concepts rules structure organization</p> <p>ATL Skills self-management / affective thinking skills/ transfer</p> <p>Summative Students choose a global issue that they stand for. They needed to choose a word and a symbol to represent their issue and show how the three things are connected by using the Symbolism Graphic Organizer.</p>	<p>Central Idea The connection between organisms changes and adaptations for survival.</p> <p>Lines of Inquiry how organisms vary in form and function</p> <p>changes in the environment affect the organisms living there</p> <p>organisms respond to natural and human-led changes in their environment</p> <p>Learner Profile inquirer knowledgeable risk-taker</p> <p>Key Concepts form change causation</p> <p>Related Concepts adaptation</p> <p>ATL Skills research skills / media literacy self-management</p> <p>Summative Students will create a speech on a chosen animal to demonstrate their understanding of the animal's form, function, adaptations, and environmental changes of its habitat. They will present a summative assessment during a virtual Animal Wax Museum.</p>

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Fourth Grade POI

WHO WE ARE (#4)	WHERE WE ARE IN PLACE AND TIME (#5)	HOW WE EXPRESS OURSELVES (#2)	HOW THE WORLD WORKS (#1) (overarching)	HOW WE ORGANIZE OURSELVES (#6)	SHARING THE PLANET (#3)
<p>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.</p>	<p>An 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.</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 for the aesthetic.</p>	<p>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 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>
<p>Central Idea Beliefs and values can shape people's identity.</p> <p>Lines of Inquiry the ways people identify themselves how values and beliefs influence how people behave how we know our beliefs and values influence each other</p> <p>Learner Profile open-minded balanced</p> <p>Key Concepts form perspective</p> <p>Related Concepts social impact systems</p> <p>ATL Skills thinking skills Self-management skills</p> <p>Summative Your task is to create a mission statement that reflects your personal profile (with beliefs, values, and attributes) that you think shape your identity and what you want to achieve in life.</p>	<p>Central Idea The responsibilities in choosing to migrate can lead to opportunities, and change.</p> <p>Lines of Inquiry reasons why people decide to migrate. changes and opportunities as a result of migrating multiple solutions to reduce the impacts of natural disasters on humans</p> <p>Learner Profile risk taker knowledgeable thinker</p> <p>Key Concepts change responsibility</p> <p>Related Concepts transformation migration</p> <p>ATL Skills social skills self-management skills</p> <p>Summative The goal is to use your knowledge about why people migrate and write a narrative (historical fiction) about a group of migrating people.</p>	<p>Central Idea Forms of expression can vary based on purpose and creativity.</p> <p>Lines of Inquiry ways sound can be used to communicate how to identify and express regions discovering and expressing ideas</p> <p>Learner Profile communicator open-minded</p> <p>Key Concepts form function</p> <p>Related Concepts creativity application</p> <p>ATL Skills communication skills research skills</p> <p>Summative Students will make a presentation about a school issue they are passionate about using any form of expression.</p>	<p>Central Idea Innovative technological advances influence society and the environment.</p> <p>Lines of Inquiry advances in technology help people to understand the environment inventions impact society and the environment technological advances over time</p> <p>Learner Profile thinkers knowledgeable risk-taker</p> <p>Key Concepts connection perspective</p> <p>Related Concepts Innovation Influence</p> <p>ATL Skills thinking skills research skills</p> <p>Summative Students will share a visual representation of their idea for an invention that will have a <i>positive</i> impact on society.</p>	<p>Central Idea Economic opportunities cause the growth of communities</p> <p>Lines of Inquiry the effect of economic growth landforms affect community and economic activities the reasons for community development</p> <p>Learner Profile risk-taker principled</p> <p>Key Concepts change causation</p> <p>Related Concepts effect expansion</p> <p>ATL Skills self-management skills thinking skills</p> <p>Summative The GOAL is to show what can happen to a community when economic opportunities occur. Your presentation should include what will happen in this community when the thousands of people begin to move here.</p>	<p>Central Idea Conservation may aid in the sharing of limited or finite resources.</p> <p>Lines of Inquiry function of Earth's resources responsibility of conserving limited resources the evolution of water systems</p> <p>Learner Profile principled balanced</p> <p>Key Concepts responsibility function</p> <p>Related Concepts nonrenewable resources reliance</p> <p>ATL Skills social skills thinking skills</p> <p>Summative The goal is to create a presentation to inform people of a way(s) to conserve one of Earth's resources in order to aid in the sharing of our limited or finite resources for all people. There is a shortage of a resource that affects part of a region resulting in lack of supply in that area. Create a presentation (brochure, Popplet, Pages, etc) to share your ideas with others.</p>

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Fifth Grade POI

WHO WE ARE (#3)	WHERE WE ARE IN PLACE AND TIME (#5)	HOW WE EXPRESS OURSELVES (#6) EXHIBITION	HOW THE WORLD WORKS (#2)	HOW WE ORGANIZE OURSELVES (#4)	SHARING THE PLANET (#1)
<p>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.</p>	<p>An 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.</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 for the aesthetic.</p>	<p>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 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>
<p>Central Idea Beliefs and values influence behaviors.</p> <p>Lines of Inquiry Societal beliefs and interactions. / (identity)</p> <p>How cooperation & conflict are interconnected (interactions)</p> <p>How alliances impact change. (causation)</p> <p>Learner Profile Attributes: <ul style="list-style-type: none"> Balanced Reflective Thinker Attitudes: <ul style="list-style-type: none"> Cooperation Creativity Tolerance Key Concepts Function Causation</p> <p>Related Concepts Identity Interactions</p> <p>ATL Skills</p> <ul style="list-style-type: none"> Social/collaboration Skills c. delegate and share responsibility for decision making. Research/Media Literacy e. seek a range of perspectives from multiple and varied sources Research/Media Literacy f. communicate information and ideas effectively to multiple audiences using a variety of media and formats 	<p>Central Idea Exploration leads to discoveries and new perspectives.</p> <p>Lines of Inquiry ideas and knowledge aid in exploration exploration leads to new ideas role of geography and transportation in settlements</p> <p>Learner Profile inquirer risk-Taker</p> <p>Key Concepts function perspective</p> <p>Related Concepts discovery technology</p> <p>ATL Skills thinking - creative thinking - critical</p> <p>Summative Students will organize and name an expedition, scout the trail, and identify the dangers faced on the journey. (parched deserts, snowstorm, lack of medicine)</p>	<p>Central Idea People's beliefs, passions, and life experiences influence self-expression.</p> <p>Lines of Inquiry freedom of expression our personal passions the process of performance</p> <p>Learner Profile principled communicator knowledgeable</p> <p>Key Concepts perspective change causation</p> <p>Related Concepts structure mode</p> <p>ATL Skills communication research</p> <p>Summative Students will write about how their beliefs, passions and life experiences influence their self-expression</p>	<p>Central Idea The effects of science and technology on our world</p> <p>Lines of Inquiry How & why people explore How the natural world impacts exploration Discoveries that impact the world</p> <p>Learner Profile Thinker Knowledgeable Reflective</p> <p>Key Concepts form causation</p> <p>Related Concepts Resources patterns</p> <p>ATL Skills Research Communication</p> <p>Summative What happens when diverse cultures cross paths? Students will demonstrate their learning by acting, performing, interviewing, or illustrating their first encounter with a native american (indigenous person) or European explorer.</p>	<p>Central Idea Revolutions stem from human desire to change and change has consequences</p> <p>Lines of Inquiry * Reasons for, and events leading to, Revolutions. (function) Impacts of revolutions. (causation)</p> <p>Learner Profile inquirer open-minded risk-taker</p> <p>Key Concepts change connection function causation</p> <p>Related Concepts consequences outcome</p> <p>ATL Skills thinking - transfer communication</p> <p>Summative Students will describe a time when they made a decision that has impacted their daily life/life.</p>	<p>Central Idea People make choices of how they use Earth's resources.</p> <p>Lines of Inquiry How geography and climate influences the way people live Ways finite resources are managed Ways resources are depleted</p> <p>Learner Profile caring communicator reflective</p> <p>Key Concepts connection responsibility</p> <p>Related Concepts structure needs/wants</p> <p>ATL Skills critical thinking research self-management</p> <p>Summative Students will use a media source to reveal how ? choice can lead to a better quality of life</p>

Summative

Students will create a presentation to support a change based on their beliefs and values.