

**Jose S. Ramirez Elementary Programme of Inquiry
2019-2020**

Specialists (year-long planners)					
Who we are	Where we are in place and time <i>2nd grade</i>	How we express ourselves <i>4th grade</i>	How the world works <i>3rd Grade</i>	How we organize ourselves	Sharing the planet
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 and responsibilities; what it means to be human	An inquiry into orientation in place and time; personal histories; home and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	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 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 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 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>Central Idea: Where we are influences what we do.</p> <p>Key Concepts: perspective, change</p> <p>Lines of Inquiry :</p> <ul style="list-style-type: none"> ● How context influences word meaning ● Change over time ● How to interpret time 	<p>Central Idea: We can express, reflect, and appreciate originality in many forms.</p> <p>Key Concepts: function, causation</p> <p>Lines of Inquiry :</p> <ul style="list-style-type: none"> ● How we express, reflect, appreciate ● The variations of creativity ● The relationship between feelings and expression 	<p>Central Idea: The world is structured by guidelines.</p> <p>Key Concepts: Causation, function</p> <p>Lines of Inquiry :</p> <ul style="list-style-type: none"> ● The guidelines that exist in your world and their purpose. ● The flexibility or firmness of guidelines. ● The effects of not following the guidelines. 		

Jose S. Ramirez Elementary Programme of Inquiry
2019-2020

Pre K (8-10 weeks units)					
Who we are <i>4th</i>	Where we are in place and time	How we express ourselves <i>2nd</i>	How the world works <i>3rd</i>	How we organize ourselves <i>1st</i>	Sharing the planet
<p>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 and responsibilities; what it means to be human</p>	<p>An inquiry into orientation in place and time; personal histories; home and journeys; the discoveries, explorations and migrations of humankind; the relationships 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 of 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 on 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 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: Healthy choices lead to a balanced lifestyle.</p> <p>Key Concepts: Responsibility, Form, Causation</p> <p>Lines of Inquiry :</p> <ul style="list-style-type: none"> ● Nutritional choices ● Exercise choices ● Cleanliness Choices 		<p>Central Idea: The way we interact communicates our feelings.</p> <p>Key Concepts: Connection, Form, Perspective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Observation of verbal and nonverbal communication ● Feelings expressed through different mediums ● Various ways in which other cultures express feelings 	<p>Central Idea: Investigations inspire discovery.</p> <p>Key Concepts: Causation, Function</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Way we explore the world ● Cause and effect relationships ● Collecting and sharing of data 	<p>Central Idea: Schools provide structure for learners.</p> <p>Key Concepts: Connection, Responsibility, Form</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Roles and responsibilities of learners ● Roles and responsibilities of people in school ● Similarities and differences of schools around the world 	

Jose S. Ramirez Elementary Programme of Inquiry
2019-2020

Kindergarten (9 week units)					
Who we are 1 st	Where we are in place and time 4 th	How we express ourselves 2 nd	How the world works	How we organize ourselves	Sharing the planet 3 rd
<p>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 and responsibilities; what it means to be human</p>	<p>An inquiry into orientation in place and time; personal histories; home and journeys; the discoveries, explorations and migrations of humankind; the relationships 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 of 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 on 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 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 choices have consequences.</p> <p>Key Concepts: Form, Function, Perspective, Change</p> <p>Lines of Inquiry :</p> <ul style="list-style-type: none"> ● The impact of our choices on us and others ● Identifying roles in different situations ● How perspective affects my choices ● Different forms of consequences 	<p>Central Idea: Personal journeys lead to change</p> <p>Key Concepts: Perspective, Change,</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Important events lead to change ● How people have changed over time ● How change will lead to new opportunities 	<p>Central Idea: Learning is expressed in many ways</p> <p>Key Concepts: Form, Perspective, Reflection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Finding beliefs and values in a story ● How perspective influences stories ● Culture and background influence authors and their stories 			<p>Central Idea: A knowledge of the world around us can lead to taking action.</p> <p>Key Concepts: Form, Change, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Different needs of biotic and abiotic things ● Plant and animal life cycles ● The responsibility in caring for living things

**Jose S. Ramirez Elementary Programme of Inquiry
2019-2020**

1st Grade					
Who we are 1st	Where we are in place and time 5 th	How we express ourselves 4 th	How the world works 2nd	How we organize ourselves 6 th	Sharing the planet 3rd
<p>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 and responsibilities; what it means to be human</p>	<p>An inquiry into orientation in place and time; personal histories; home and journeys; the discoveries, explorations and migrations of humankind; the relationships 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 of 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 on 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 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 family customs and traditions.</p> <p>Key Concepts: Perspective, Reflection, Form</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Personal family customs and traditions ● Similarities and differences in family traditions around the world ● Ways our actions convey respect for others' beliefs and values 	<p>Central Idea: Time helps to orient us and create structure in our lives.</p> <p>Key Concepts: Causation, Connection, Function</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Purposes of measuring time ● Methods of telling time ● Relationship between place and time 	<p>Central Idea: Creativity can enhance our lives.</p> <p>Key Concepts: Change, Form, Perspective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Creative problem solving ● Writing as a form of expression ● Expression of personal creativity 	<p>Central Idea: Relationships contribute to survival.</p> <p>Key Concepts: Connection, Responsibility, Function</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● What organisms need for survival ● Understanding roles in relationships ● How humans advocate for the natural world 	<p>Central Idea: Change in supply and demand influence the development of human made systems.</p> <p>Key Concepts: Function, Connection, Change</p> <p>Related Concepts: Change, Systems</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Comparing past goods and services to present time goods and services ● Supply and demand ● Interdependence between supply and demand and goods and services 	<p>Central Idea: Where you live affects availability of resources that aid daily life.</p> <p>Key Concepts: Connection, Function, Responsibility</p> <p>Related Concepts: Resources, Needs</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● The availability of resources in different regions ● How resources meet needs ● How resources are shared

Jose S. Ramirez Elementary Programme of Inquiry
2019-2020

2 nd Grade					
Who we are 3 rd	Where we are in place and time 6 th	How we express ourselves 4 th	How the world works 1 st	How we organize ourselves 2 nd	Sharing the planet 5 th
<p>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 and responsibilities; what it means to be human</p>	<p>An inquiry into orientation in place and time; personal histories; home and journeys; the discoveries, explorations and migrations of humankind; the relationships 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 of 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 on 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 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: Our identity, beliefs and actions impact the world around us.</p> <p>Key Concepts: Form, Perspective, Causation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Characteristics define someone or something • How different beliefs and values influence actions • How our actions impact other people 	<p>Central Idea: Exploring new ways of thinking leads to innovation.</p> <p>Key Concepts: Form, Change, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The difference between an invention/innovation and an inventor/innovator • How innovators have changed our thinking • how innovators shape the future 	<p>Central Idea: People around the world express themselves in creative ways.</p> <p>Key Concepts: Form, Perspective, Reflection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How an individual expresses himself/herself • How Americans express themselves • How people in other countries express themselves 	<p>Central Idea: Changes affect decision making.</p> <p>Key Concepts: Causation, Form, Change</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Human use of materials (causation) • Observable properties (form) • Patterns in nature (change) 	<p>Central Idea: Order affects cooperation and conflict management.</p> <p>Key Concepts: Function, Responsibility, Reflection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Man made order • Natural order • Human impact in natural order 	<p>Central Idea: People interact with and share the Earth with other living things.</p> <p>Key Concepts: Connection, Form, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The physical properties of land and water • How an organism's characteristics and behaviors help meet its basic needs • Ways we take responsibility for and appreciate nature

Jose S. Ramirez Elementary Programme of Inquiry
2019-2020

3rd Grade

Who we are 1st	Where we are in place and time 4th	How we express ourselves 2nd	How the world works 6th	How we organize ourselves 3rd	Sharing the planet 5th
<p>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 and responsibilities; what it means to be human</p>	<p>An inquiry into orientation in place and time; personal histories; home and journeys; the discoveries, explorations and migrations of humankind; the relationships 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 of 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 on 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 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: Appreciating our rights promotes responsible action.</p> <p>Key Concepts: Change, Causation, Responsibility</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Connection between the learner profile and heroism ● Variety of ways in which heroes affect communities ● Rights that are appreciated 	<p>Central Idea: Exploration causes significant and lasting effects on people and nations.</p> <p>Key Concepts: Connection, Perspective, causation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Influences in explorers' lives ● The process and experience of exploring ● Effects of exploration 	<p>Central Idea: Perception influences personal expression.</p> <p>Key Concepts: connection, perspective, form</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● How authors connect with the audience ● How experiences impact personal expression ● Ways people express their perspective ● The emotional impact of the arts 	<p>Central Idea: Interactions provide the transformation and development of society.</p> <p>Key Concepts: form, change, responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● How societies adapt to change ● How forces of nature affect daily life in various regions ● Society's responsibility when adapting 	<p>Central Idea: Choices we make with our money influence the world around us.</p> <p>Key Concepts: function, causation, responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● How an economy works ● How the economy affects ecosystems ● Human accountability 	<p>Central Idea: Living things make choices to maintain balance.</p> <p>Key Concepts: Change, Form, function</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Impact on society ● Responses to environmental challenges ● Structures that promote survival

Jose S. Ramirez Elementary Programme of Inquiry
2019-2020

4th Grade

Who we are 2nd	Where we are in place and time 3rd	How we express ourselves 4th	How the world works 6th	How we organize ourselves 1st	Sharing the planet 5th
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 and responsibilities; what it means to be human	An inquiry into orientation in place and time; personal histories; home and journeys; the discoveries, explorations and migrations of humankind ; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	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 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 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 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>Central Idea: Cultural experiences shape our beliefs and values.</p> <p>Key Concepts: Perspective, Connection, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Being internationally minded ● Indigenous cultures ● Family heritage and traditions 	<p>Central Idea: Needs and wants influence where humans live.</p> <p>Key Concepts: Causation, Change, Perspective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● How personal histories contribute to development of settlements ● Reasons for migration over time ● Effects of migration 	<p>Central Idea: Mass media influences consumer behavior.</p> <p>Key Concepts: Function, Perspective, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● The purpose of media ● Media literacy (television, radio, newspaper, magazine, web pages,, flyers, brochures, posters) ● Consumer behavior 	<p>Central Idea: Global interdependence affects daily living.</p> <p>Key Concepts: Form, Causation, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Connections with the world ● The economy and its effects ● Our responsibility in our interactions 	<p>Central Idea: The structure and function of systems provide order.</p> <p>Key Concepts: Function, Causation, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● How a system works ● The effects of a system ● The structures of the past and their influence now 	<p>Central Idea: Perspective drives conflict.</p> <p>Key Concepts: Reflection, Change, Form</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Types of conflict ● How choices can change outcomes ● Conflict as a normal part of life

Jose S. Ramirez Elementary Programme of Inquiry
2019-2020

5th Grade

Who we are 6th	Where we are in place and time 2nd	How we express ourselves 4th -Exhibition	How the world works 3rd	How we organize ourselves 5th	Sharing the planet 1st
<p>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 and responsibilities; what it means to be human</p>	<p>An inquiry into orientation in place and time; personal histories; home and journeys; the discoveries, explorations and migrations of humankind; the relationships 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 of 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 on 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 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: Changes in identity can lead to conflict and alter relationships.</p> <p>Key Concepts: Causation, Perspective, Change</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How identities change over time • Altered identities causing conflict • Conflict changing relationships between friends, family, communities and cultures 	<p>Central Idea: Movements cause change.</p> <p>Key Concepts: Change, Causation, Form</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How a lack of balance leads to change • Types of movement • The effects of movement within a system • How change impacts tolerance 	<p>Central Idea: Our passions and life experiences can lead to action.</p>	<p>Central Idea: Innovations in science and technology impact society and the environment.</p> <p>Key Concepts: Form, Connection, Causation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Types of energy innovations (Form) • Effects of innovation (Causation) • Societal dependence and interconnectedness (Connection) 	<p>Central Idea: Systems influence decisions that alter society.</p> <p>Key Concepts: Form, Connection, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Human made systems (Form) • Interconnectedness of human made systems, societies, and individuals (Connection) • Global implications of decisions (Responsibility) 	<p>Central Idea: Interacting with the environment can promote survival.</p> <p>Key Concepts: Form, Change, Causation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Requirements of living things (Form) • Changes in the environment (Change) • Consequences of human actions (Causation)