

Jones-Farrar Programme of Inquiry 2020-2021

	<p style="text-align: center;">Who We Are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families; rights and responsibilities; what it means to be human.</p>	<p style="text-align: center;">Where We Are in Place & Time</p> <p>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</p>	<p style="text-align: center;">How We Express Ourselves</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 style="text-align: center;">How the World Works</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 style="text-align: center;">How We Organize Ourselves</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 style="text-align: center;">Sharing the Planet</p> <p>An inquiry into rights and responsibilities to share finite resources with other people & other living things; communities and the relationships within and beyond them; access to equal opportunities; peace & conflict resolution.</p>
Kindergarten	<p>...An inquiry into the nature of the self...</p> <p>Central Idea: Understanding and reflecting on ourselves helps us connect.</p> <p>Lines of Inquiry...</p> <ol style="list-style-type: none"> 1. How bodies are uniquely human (function) 2. How we connect through similarities and differences (connection) 3. How reflection affects obligations (responsibility) <p>Learner Profile Attributes: Time Frame:</p>		<p>...An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values...</p> <p>Central Idea: Stories help us find meaning and express creativity.</p> <p>Lines of Inquiry...</p> <ol style="list-style-type: none"> 1. How stories are built with materials (form) 2. How we live and work as authors and illustrators (causation) 3. How we interpret and present stories (perspective) <p>Learner Profile Attributes: Time Frame:</p>	<p>...An inquiry into the natural world and its laws...</p> <p>Central Idea: We construct theories about how the world works through playful inquiry.</p> <p>Lines of Inquiry...</p> <ol style="list-style-type: none"> 1. How force & motion cause change (function) 2. Influences of gravity, friction, & energy (causation) 3. How scientists collect evidence (connection) <p>Learner Profile Attributes: Time Frame:</p>		<p>...An inquiry into communities and the relationships within and between them...</p> <p>Central Idea: Patterns help us make sense of the world.</p> <p>An inquiry into...</p> <ol style="list-style-type: none"> 1. How patterns work (function) 2. Patterns in nature –weather/living things/life cycle (form) 3. How patterns help us predict, respond, prepare, and adapt (responsibility) <p>Learner Profile Attributes: Time Frame:</p>
First Grade	<p>...An inquiry into human relationships including families, friends, communities, and cultures...</p> <p>Central Idea: Choices impact relationships.</p> <p>Lines of Inquiry...</p> <ol style="list-style-type: none"> 1. How we understand ourselves and our needs (form) 2. Our responsibilities with family, friends, and communities (responsibility) 3. How the action cycle encourages growth and change (change) <p>Learner Profile Attributes: Time Frame:</p>	<p>...An inquiry into orientation in place and time...</p> <p>Central Idea: Exploration may lead to new perspectives and change.</p> <p>Lines of Inquiry...</p> <ol style="list-style-type: none"> 1. How location can be explored and shared (function) 2. How locations and culture change over time (causation) 3. How exploring the past may lead to changes in perspective (change) <p>Learner Profile Attributes: Inquirer, knowledgeable, reflective Time Frame:</p>	<p>... An inquiry into our appreciation of the aesthetic...</p> <p>Central Idea: Patterns help us appreciate the world.</p> <p>Lines of Inquiry...</p> <ol style="list-style-type: none"> 1. How we explore patterns in the sky and nature (form) 2. How we slow down to gain perspective (perspective) 3. How we use patterns to express ourselves (connection) <p>Learner Profile Attributes: Communicator, open-minded, reflective Time Frame:</p>	<p>...An inquiry into how humans use their understanding of scientific principles...</p> <p>Central Idea: We construct theories about how the world works through playful inquiry.</p> <p>Lines of Inquiry...</p> <ol style="list-style-type: none"> 1. How light and sound travel (function) 2. Experiencing vibrations (causation) 3. Thinking and designing like an engineer (responsibility) <p>Learner Profile Attributes: Inquirer, thinker, communicator Time Frame:</p>	<p>...An inquiry into the interconnectedness of human-made systems and communities...</p> <p>Central Idea: Roles and processes enable systems to function.</p> <p>Lines of Inquiry...</p> <ol style="list-style-type: none"> 1. How systems are organized (form) 2. How systems work (function) 3. How people contribute within systems (responsibility) <p>Learner Profile Attributes: Time Frame:</p>	<p>...An inquiry into peace and conflict resolution...</p> <p>Central Idea: Living things use powers to overcome.</p> <p>Lines of Inquiry...</p> <ol style="list-style-type: none"> 1. How animals and plants are built for survival (form) 2. How we recognize our human powers (perspective) 3. How we activate our powers and take action (responsibility) <p>Learner Profile Attribute: Communicator, risk-taker, balanced Time Frame:</p>
Second Grade	<p>...An inquiry into rights and responsibilities...</p>	<p>...An inquiry into homes and journeys...</p>	<p>...An inquiry into the ways in which we discover and express ideas, feelings, nature, culture,</p>	<p>...An inquiry into how humans use their understanding of scientific principles...</p>	<p>...An inquiry into the interconnectedness of human-made systems and</p>	<p>...An inquiry into communities and the relationships within and between them...</p>

	<p>Central Idea: Our rights and responsibilities guide our actions in communities..</p> <p>Lines of Inquiry... 1.How our unique personalities and skills enrich communities (connection) 2.How our actions affect others (causation) 3.How we can take action to better our communities (responsibility)</p> <p>Learner Profile Attributes: Principled, reflective, caring Time Frame:</p>	<p>Central Idea: People and environments change over time.</p> <p>Lines of Inquiry... 1.The effects of weathering (causation) 2.How people change the earth to meet their needs (change) 3.How people are connected to the environment (connection)</p> <p>Learner Profile Attributes: Inquirer, knowledgeable, balanced Time Frame:</p>	<p>beliefs, and values...</p> <p>Central Idea:</p> <p>An inquiry into... 1. 2. 3.</p> <p>Learner Profile Attributes: Time Frame:</p>	<p>Central Idea: We take action to solve problems.</p> <p>An inquiry into... 1.How properties affect design (change) 2.How iterating changes design (causation) 3.How we can solve problems in our community (responsibility)</p> <p>Learner Profile Attributes: Open-minded, risk-taker, thinker Time Frame:</p>	<p>communities...</p> <p>Central Idea: We interact within systems through choices, behaviors, and decision-making.</p> <p>Lines of Inquiry... 1.How systems connect people to meet goals (function) 2.How choices and behaviors affect others within systems (connection) 3.How interactions with others affect decision-making and opportunities (responsibility)</p> <p>Learner Profile Attributes: Communicators, risk-takers, thinkers Time Frame:</p>	<p>Central Idea: Living organisms impact other's opportunities for survival.</p> <p>Lines of Inquiry... 1.Requirements of living things (function) 2.How living things depend on one another for survival (connection) 3.Conservation and preservation (responsibility)</p> <p>Learner Profile Attributes: Caring, knowledgeable, balanced Time Frame:</p>
Third Grade	<p>...An inquiry into beliefs and values...</p> <p>Central Idea: Sharing our story builds community.</p> <p>Lines of Inquiry... 1.We all have a story to tell (perspective) 2.Sharing our stories reveals our commonalities (perspective) 3.Commonalities create communities (causation) 4.Communities create purpose and belonging (connection)</p> <p>Learner Profile Attributes: Time Frame:</p>	<p>...An inquiry into homes and journeys...</p> <p>Central Idea: Geography influences lifestyle.</p> <p>Lines of Inquiry... 1.How earth's features and resources affect settlement (form) 2.How climates affect lifestyles (causation) 3.How lifestyles are impacted by global connections (connection)</p> <p>Learner Profile Attributes: Open-minded, Inquirer, knowledgeable Time Frame:</p>	<p>...</p> <p>Central Idea: The way we community our perspective may influence their impact on others.</p> <p>Lines of Inquiry... 1. 2. 3.</p> <p>Learner Profile Attributes: Time Frame:</p>	<p>...An inquiry into how humans use their understanding of scientific principles...</p> <p>Central Idea: We construct theories about how the world works through playful inquiry.</p> <p>Lines of Inquiry... 1.How forces act upon each other (change) 2.The purposes and design of patterns (function) 3.Harnessing the natural world and its laws to solve global issues (connection)</p> <p>Learner Profile Attributes: Inquirer, knowledgeable, thinkers Time Frame:</p>	<p>...An inquiry into the structure and function or organizations...</p> <p>Central idea: Communities provide interconnected services designed to meet people's needs.</p> <p>Lines of Inquiry... 1. 2. 3.</p> <p>Learner Profile Attributes: Time Frame:</p>	<p>...An inquiry into access to equal opportunities...</p> <p>Central Idea: Organisms are interdependent on the diversity and interactions within an ecosystem.</p> <p>Lines of Inquiry... 1.How the inheritance of traits impact diversity (causation) 2.The interdependence of living organisms in an ecosystem (connection) 3.Design solutions inspired by nature (responsibility)</p> <p>Learner Profile Attributes: Caring, risk-taker, reflective Time Frame:</p>
Fourth Grade	<p>...An inquiry into what it means to be human...</p> <p>Central Idea: Life is a balance of structure and choice.</p> <p>Lines of Inquiry... 1.The necessity of structure (function) 2.Effects of choice (causation) 3.The need for balance (balance)</p> <p>Learner Profile Attributes: Open-minded, risk-taker, knowledgeable Time Frame:</p>	<p>...An inquiry into the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives...</p> <p>Central Idea: We problem solve to adapt to change.</p> <p>Lines of Inquiry... 1.The dispositions of problem solvers (form) 2.Why people adapt (causation) 3.How change is necessary for growth (function)</p> <p>Learner Profile Attributes:</p>	<p>...An inquiry into our appreciation of the aesthetic...</p> <p>Central Idea: There is a wide variety of medium through which people can express their creativity.</p> <p>Lines of Inquiry... 1.Exploration of mediums (form) 2.How we use mediums to express ideas (function) 3.How reflection lead to self-discovery (perspective)</p> <p>Learner Profile Attributes: Communicators, Open-minded,</p>	<p>...An inquiry into the impact of scientific and technological advances on society and the environment...</p> <p>Central Idea: We construct theories about how the world works through inquiry.</p> <p>Lines of Inquiry... 1.Forms of energy (form) 2.How energy is transferred (function) 3.How energy impacts the environment (change)</p> <p>Learner Profile Attributes: Inquirer,</p>	<p>...An inquiry into societal decision making...</p> <p>Central Idea: Systems influence the lives of citizens.</p> <p>Lines of Inquiry... 1.How government systems affect societies (function) 2.How we are influenced within an economy (connection) 3.How systems for education impact societies (responsibility)</p> <p>Learner Profile Attributes: Time Frame:</p>	<p>...An inquiry into peace and conflict resolution...</p> <p>Central Idea: Problem solving requires collaboration and sustainable action.</p> <p>Lines of Inquiry... 1. 2. 3.</p> <p>Learner Profile Attributes: Time Frame:</p>

		Open-minded, thinker, reflective Time Frame:	Reflective Time Frame:	communicator, knowledgeable Time Frame:		
Fifth Grade	<p>...An inquiry into what it means to be human...</p> <p>Central Idea: Empathy is at the heart of humanity.</p> <p>Lines of Inquiry...</p> <ol style="list-style-type: none"> 1.How we are more alike than different 2.What is our responsibility to be informed and take action 3.How we uncover systemic injustice and explore alternative options <p>Learner Profile Attributes: Time Frame:</p>					<p>...An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things...</p> <p>Central Idea: Societies make decisions that impact humankind and the environment.</p> <p>Lines of Inquiry...</p> <ol style="list-style-type: none"> 1.How our character, beliefs, and influences affect leadership and decision making (responsibility) 2.How we negotiate the relationship between our needs and the needs of others, and the environment (Connection) 3.How our experiences could innovate education (Perspective) <p>Learner Profile Attributes: Principled, caring, balanced Time Frame:</p>