

Riffenburgh Elementary School Program of Inquiry

	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
Grade	<i>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</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 principles; 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>
5th Grade	<p>Central Idea: Body systems work together to impact the quality of life.</p> <p>Key Concepts: Change, causation, Related Concepts: health, Lines of inquiry: Each system has a specific role</p> <p>All systems connect to one another</p> <p style="text-align: center;">PE</p>	<p>Central Idea: Exploration and immigration form relationships amongst different groups of people.</p> <p>Key Concepts: causation, Related Concepts: culture, government Lines of inquiry: The need for structure and planning when groups of people move</p> <p>Why some explorations fail</p> <p>How indigenous people can be impacted by the exploration of others Spanish, Music</p>	<p>Central Idea: Exhibition: Individuals show self expression based on connection, values, and appreciation.</p> <p>Key Concepts: form, responsibility, Related Concepts: beliefs, diversity Lines of inquiry: Individuals express themselves differently</p> <p>Students reflection and creativity can positively affect the environment around them.</p>	<p>Central Idea: Biodiversity shapes the world in which we live.</p> <p>Key Concepts: function, change, Related Concepts: adaptations, habitats Lines of inquiry: Biodiversity and the symbiotic relationship within a habitat</p> <p>Human responsibility of resources in ecosystems</p> <p>Functions of biotic and abiotic factors within ecosystems</p>	<p>Central Idea: The structure of government influences self-expression based on freedoms and rights</p> <p>Key Concepts: responsibility, Related Concepts: colonization, Lines of inquiry: People govern themselves in a variety of ways</p> <p>The different structures of government influences the way people live</p> <p>Individuals have rights and feelings depending on history and culture Art</p>	<p>Central Idea: Natural disasters affect communities and natural areas worldwide</p> <p>Key Concepts: causation, change, Related Concepts: weather, climate Lines of inquiry: Natural disasters occur worldwide</p> <p>Natural disasters change the environment</p> <p>Humans respond and react to natural disasters</p>
4th Grade	<p>Central Idea: Symbolic representations allow people to interpret and express meaning about themselves and the world around them.</p> <p>Key Concepts: Causation, Reflection, Form Related Concepts: Symbolic representation Lines of inquiry: Compare/contrast a variety of representations that people use</p> <p>Using attributes of symbols to discover their meaning How symbolic representations are chosen</p> <p style="text-align: center;">Art, Spanish</p>	<p>Central Idea: Exploration and discovery have changed the way people think about our world.</p> <p>Key Concepts: Function, Form, Reflection Related Concepts: Astronomy Lines of inquiry: Patterns of movement of the sun and moon across the sky</p> <p>Comparing Earth with other objects orbiting the sun Our solar system</p>	<p>Central Idea: People write to discover and express their ideas, observations, and feelings.</p> <p>Key Concepts: Perspective, Causation, Function Related Concepts: Purposeful writing Lines of inquiry: How powerful words can be</p> <p>Persuasive speeches or persuasive writing</p> <p>Writing purposefully to an audience</p>	<p>Central Idea: Electricity and magnetism are forces that can create energy.</p> <p>Key Concepts: Function, Change, Connection Related Concepts: Energy Lines of inquiry: The variety of energy sources and their impact on the environment</p> <p>Different methods of energy storage</p> <p>Energy transformation in electrical circuits</p> <p>Planning and carrying out systematic investigations, manipulating variables as necessary</p>	<p>Central Idea: Risks and consequences are essential for human achievement.</p> <p>Key Concepts: Connection, Change, Perspective Related Concepts: Risks and Consequences Lines of inquiry: Reasons people take risks</p> <p>Necessity of risk taking</p> <p>Risks that an historical person took and what were the consequences</p> <p style="text-align: center;">P.E., Music</p>	<p>Central Idea: Living things adapt within their environments in order to coexist.</p> <p>Key Concepts: Connection, Change, Responsibility Related Concepts: Biomes Lines of inquiry: Unique features for survival</p> <p>Human effects on habitat</p> <p>Animal adaptations</p> <p>Varieties of habitats</p>

3rd Grade	<p>Central Idea: Regional values, culture, and location influence our personal experiences and interests.</p> <p>Key Concepts: connection, causation,</p> <p>Related Concepts: Regions</p> <p>Lines of inquiry: How geographers use tools and questions to create maps.</p> <p>How regions of the United States are similar and different.</p> <p>How regions connect to personal experiences.</p> <p style="text-align: center;">Spanish</p>	<p>Central Idea: History is a sequence of events from different perspectives.</p> <p>Key Concepts: reflection,</p> <p>Related Concepts: Timelines Historical Figures</p> <p>Lines of inquiry: Why sequence is important when studying historical events</p> <p>Historical facts and perspectives change the way we view history</p> <p>Reasons why historians use multiple sources when studying history</p> <p style="text-align: center;">Music</p>	<p>Central Idea: Structures of a community reflect values of its people.</p> <p>Key Concepts: Function,Form,</p> <p>Related Concepts: Local government</p> <p>Lines of inquiry: The services and roles local governments provide.</p> <p>The structure of local government.</p> <p>How involvement can lead to change</p> <p style="text-align: center;">PE</p>	<p>Central Idea: Cycles in the natural world show change.</p> <p>Key Concepts: Connection, Function,</p> <p>Related Concepts: Plants Animals Earth Materials</p> <p>Lines of inquiry: Recognize cycles within nature.</p> <p>Compare and contrast various cycles.</p> <p>Needs of living and non-living organisms</p> <p style="text-align: center;">Art</p>	<p>Central Idea: Goods and services are exchanged to satisfy wants and needs.</p> <p>Key Concepts: causation, form,</p> <p>Related Concepts: Businesses Budget Economy</p> <p>Lines of inquiry: Planning for financial goals</p> <p>The role and responsibility of producers and consumers.</p> <p>What types of currencies exist and why</p>	<p>Central Idea: Water is a limited resource and is essential to life.</p> <p>Key Concepts: responsibility,</p> <p>Related Concepts: Water Cycle Conservation</p> <p>Lines of inquiry: Matter exists in different states.</p> <p>How humans use water</p> <p>Where water comes from</p>
	2nd Grade	<p>Central Idea: A person's emotional, social, and physical balance can impact his/her personal well-being and relationships with others.</p> <p>Key Concepts: Causation, Connection, and Reflection</p> <p>Related Concepts: Balance and motion, wellness, relationships.</p> <p>Lines of inquiry: Balance can be demonstrated and used to understand the world.</p> <p>A variety of strategies can be used to maintain healthy relationships.</p> <p>Diet and physical activity affect a person's well being</p>	<p>Central Idea: People and events of the past shape the identity of communities and neighborhoods.</p> <p>Key Concepts: Perspective, Change, and Reflection</p> <p>Related Concepts: Fort Collins history, timelines,</p> <p>Lines of inquiry: People and events bring change to a community.</p> <p>Different ways of recording information about where we live.</p> <p>Comparing life in our community past and present.</p> <p style="text-align: center;">PE</p>	<p>Central Idea: Humans can creatively express feelings, ideas, and language by exploring and building upon patterns in our world.</p> <p>Key Concepts: Form, Connection, and Perspective</p> <p>Related Concepts: Patterns and poetry</p> <p>Lines of inquiry: Variety of patterns in our world</p> <p>Patterns in literacy</p> <p>Looking at the world from various perspectives</p> <p style="text-align: center;">Music</p>	<p>Central Idea: Changing weather and seasons allow living things (plants, animals, and people) to make choices in their daily lives.</p> <p>Key Concepts: Function, causation, and change</p> <p>Related Concepts: Weather, seasons, properties of air, meteorologist tools,severe weather, and how they change people's lives.</p> <p>Lines of inquiry: How knowledge of natural rhythms allow people to make informed choices.</p> <p>The way weather data is analyzed and interpreted.</p> <p>How plants and animals react to changes in the seasons and weather.</p> <p style="text-align: center;">Spanish</p>	<p>Central Idea: Systems are developed to meet community needs and wants.</p> <p>Key Concepts: Form, Function, and Connection</p> <p>Related Concepts: needs and wants, goods and services, maps/landforms</p> <p>Lines of inquiry: The human systems in our community.</p> <p>The needs and wants (goods and services) of our community.</p> <p>Maps can be used by people to identify locations of community systems and resources.</p>

1st Grade	<p>Central Idea: Individuals working through cooperation can effectively achieve goals</p> <p>Key Concepts: Responsibility Causation Function</p> <p>Related Concepts: groups, roles, goals, collaboration, essential agreements</p> <p>Lines of inquiry: How individuals contribute to groups</p> <p>How community groups work together</p> <p>How groups solve problems</p> <p>P.E., Music</p>	<p>Central Idea: Events of the past inspire action in the present</p> <p>Key Concepts: Perspective Change Responsibility</p> <p>Related Concepts: pattern, kindness, service, sacrifice, inspiration</p> <p>Lines of inquiry: How individuals influence change</p> <p>How historical events impact perspective</p> <p>What is perceived as personal responsibility</p> <p>How significant events follow patterns</p> <p>Art</p>	<p>Central Idea: Ideas can be expressed in organized and creative ways</p> <p>Key Concepts: Perspective Connection Form</p> <p>Related Concepts: Culture, traditions, compare, family, point of view,</p> <p>Lines of inquiry: How traditions define culture</p> <p>How factors influence societal decision making.</p> <p>How families experience interconnectedness across cultures.</p> <p>PE</p>	<p>Central Idea: Through observation and trial humans understand how properties of matter can be used to solve problems</p> <p>Key Concepts: Change Form Causation</p> <p>Related Concepts: matter, observation, properties, hypothesis</p> <p>Lines of inquiry: How humans interact and manipulate matter</p> <p>How properties of solids and liquids impact technological advance</p> <p>How change is observed and recorded</p> <p>Spanish</p>	<p>Central Idea: Communities thrive through individuals sharing strengths and creating systems to benefit the group.</p> <p>Key Concepts: Function Causation Connection</p> <p>Related Concepts: Money jobs, voting, pay, action</p> <p>Lines of inquiry: How groups make decisions</p> <p>How individuals decide to take action.</p> <p>How communities use systems.</p> <p>Spanish</p>	<p>Central Idea: Understanding the characteristics of living things encourages guardianship</p> <p>Key Concepts: Change Form Responsibility</p> <p>Related Concepts: change, resources, cycles, adaptation, management</p> <p>Lines of inquiry: How we can collect data about the characteristics of living things.</p> <p>Why do some offspring look different from their parents.</p> <p>How do you know when to intervene</p> <p>Art</p>
	Kindergarten	<p>Central Idea: Different family relationships and cultures help us become who we are.</p> <p>Key Concepts: form, causation, reflection</p> <p>Related Concepts: Family structure, importance of family, individuality</p> <p>Lines of inquiry: What families look like</p> <p>How families are different</p> <p>The purpose of a family</p> <p>Music</p>	<p>Central Idea: We discover modes of transportation and how they have changed our everyday life.</p> <p>Key Concepts: form, function, change</p> <p>Related Concepts: Importance of transportation, types of transportation</p> <p>Lines of inquiry: The functions of transportation</p> <p>Past, present and future types of transportation</p> <p>How transportation changes our lives</p>	<p>Central Idea: Friends help us identify and express our feelings.</p> <p>Key Concepts: connection, reflection, perspective</p> <p>Related Concepts: Emotions, expressing emotions</p> <p>Lines of inquiry: What is a friend</p> <p>The importance of friendship</p> <p>How to be a friend to others</p>	<p>Central Idea: Where people live helps determine the foods they eat.</p> <p>Key Concepts: form, connection, function</p> <p>Related Concepts: Foods from around the world,</p> <p>Lines of inquiry: Where food comes from</p> <p>The different types of food</p> <p>Why people grow their own food</p> <p>Spanish</p>	<p>Central Idea: People in neighborhoods provide support for the community.</p> <p>Key Concepts: function, connection, responsibility</p> <p>Related Concepts: importance of different jobs</p> <p>Lines of inquiry: How neighbors depend on each other</p> <p>How individuals can contribute to a neighborhood</p> <p>Different kinds of neighborhoods</p> <p>ELD</p>