

Hilton Head Island Programme of Inquiry
2018=2019

Transdisciplinary Theme Grade 1	<p>1. Who we are 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>3. Where we are in place and time 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>4. How we express ourselves 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>5. How the world works 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>2. How we organize ourselves An inquiry into the interconnectedness of humanmade systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>6. Sharing the planet 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>
Focus on	<p>Science Reading SS Math Writing Other</p>	<p>Science Reading SS Math Writing Other</p>	<p>Science Reading SS Math Writing Other</p>	<p>Science Reading SS Math Writing Other</p>	<p>Science Reading SS Math Writing Other</p>	<p>Science Reading SS Math Writing Other</p>
Units of Inquiry	<p>Central Idea: Organization builds support systems for our world. Lines of inquiry: -classroom traditions, routines and responsibility -building and maintaining a classroom community -schools around the world</p>	<p>Central idea; Human systems are interconnected and impact each other. Lines of inquiry: -people and events that shape the history of a country -how government influences the lives of individuals and families -goods and services governments provide</p>	<p>Central Idea: Observable patterns in nature and society help us express ideas and feelings. Lines of Inquiry: -properties of light and shadows -patterns of sun and moon -ways Ideas, feelings and culture are expressed through fairy tales</p>	<p>Central Idea: Knowledge of earth materials impact society and the environment. Lines of inquiry: -properties and uses of rocks, sand, soil and water -different materials that make up the earth -ways earth materials and families are interconnected</p>	<p>Central idea: People around the world make connections where they live, work and play. Lines of inquiry: -roles of people who are part of our community -families, neighborhoods and communities -how geography impacts communities</p>	<p>Central idea: Adaptations and cycles assist in plant survival. Lines of inquiry: -distinct environments and adaptations of different plants -how structures of plants help them survive and grow -life cycles of plants</p>

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Key Concepts	Connection, responsibility Form	Responsibility Function reflection	Connection Causation Form	Form Function connection	Causation Perspective function	Causation Function change
Related Concepts	Relationships, community, interconnection	Government Democracy Rights	patterns	Properties	Community Orientation Natural resources	adaptations
Learner Profile	Principled Communicator	Thinker Risk-taker Balanced	Knowledgeable Communicator Open-minded	Balanced Thinker Caring	Inquirers Principled	Reflective Risk-taker inquirer
ATL	Social Skills- Resolving conflict Group decision-making Respecting others Accepting responsibility Cooperating Adopting a variety of group roles Self Management Gross motor, fine motor, spatial awareness, organization, time management, healthy lifestyles, safety	Research skills: collect, organize data Social Skills: Accepting responsibility, respecting others, cooperating, resolving conflict, group decision making, adopting a variety of group roles	Communication skills Reading, writing, speaking, presenting Research Skills Presenting research findings, Thinking Skills: Comprehension	Self-management Safety, time management, Research Collect data Observe	Social skills Cooperating, accepting responsibility Communication Skills: Speaking Listening Research Skills- observing	Communication skills Presenting Writing planning Research Collect data Record data
Specialists Connections	Art- Building upon their knowledge of the use of line and shape, students completed self portraits incorporating a		Shadow stories - drama In Studio students participated in a	Connections through the soil and marsh water observation from Mickey Price, "Outside Hilton Head" Each classroom received a jar to watch	In the Studio, students are creating Community Worker puppets out of recycled and found materials	

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	<p>variety of forms of artistic media.</p> <p>Media - Who we are in the library - using shelf markers, how to choose good fit books, read alouds of The Three Librarians, The Loch Mess Monster</p> <p>Physical Education- Students traveled to the gymnasium during a tour of the school building during the Gingerbread Man activity</p> <p>Math- Students learned about spatial awareness through odd and even numbers.</p>		<p>fairy tale readers theater.</p>	<p>the settling of the layers.</p>		
Timeline	<p>August 20-September 28</p>	<p>November 7 – December 21</p>	<p>January 9-February 15</p>	<p>February 19-March 22</p>	<p>October 1-November 2</p>	<p>March 25 May 31</p>

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<p>Transdisciplinary Theme Grade 2</p>	<p>Who we are 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>Where we are in place and time 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>How we express ourselves 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>How the world works 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>How we organize ourselves An inquiry into the interconnectedness of humanmade systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>Sharing the planet 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>Focus on...</p>	<p>Science Reading SS Math Writing Other</p>	<p>Science Reading SS Math Writing Other</p>	<p>Science Reading SS Math Writing Other</p>	<p>Science Reading SS Math Writing Other</p>	<p>Science Reading SS Math Writing Other</p>	<p>Science Reading SS Math Writing Other</p>
<p>Units of Inquiry</p>	<p>Central Idea: Our relationships with people and the environment create a diverse society. Lines of inquiry: - rights an individual has in a society -the importance of social and environmental interactions -economic impact of a region's features</p>	<p>Central idea: Nations express their heritage through history. Lines of inquiry: - development of our cultural heritage -how cultures celebrate their beliefs -how civilization is connected through cultural elements</p>	<p>Central Idea: Scientists communicate their ideas through various formats. Lines of inquiry: -how movement affects change -ways authors write to explain - methods used to conduct investigations</p>	<p>Central idea: Natural patterns influence the physical world. Lines of inquiry: -environmental components that impact weather patterns -how behavioral choices are influenced by data collected -how elements combine to foster physical change</p>	<p>Central ideas: People organize themselves through economic systems. Lines of inquiry: -ways people budget money -various systems of exchange - connections between consumers and price</p>	<p>Central idea: The structures of animals help them survive and grow in their environment. Lines of inquiry: - connections between animal characteristics and their environments -how physical characteristics and needs of animals determine classification -how animals adapt to the environment</p>

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Key Concepts	Form Responsibility Change	Connection Perspective reflection	Function Causation change	Causation Function perspective	Function Responsibility reflection	Perspective Form connection
Related Concepts	Relationships Community interconnection	Culture Expression Opinion	Evidence reactions	Systems Patterns weather	Systems Reliability Balance	Characteristics Classification Environments
Learner profile	Review all	Inquirer Open-minded reflective	Inquirer Principled thinkers	Communicator Risk-taker Knowledgeable	Balanced Principled reflective	Caring Knowledgeable Risk-taker
ATL	<p><u>Self management:</u> <i>Organization: Time management.</i> <i>Safety: Codes of Behavior:</i> <u>Social Skills:</u> <i>Group decision making: Accepting responsibility.</i> <i>Adopting a Variety of Group Rules:.</i> <u>Communication:</u> <i>Writing: Reading: Speaking:</i></p>	<p><u>Self-management –</u> time management - <u>Research</u> - Collect and organize their data; presenting researching problems. <u>Social Skills-</u> respecting others- cooperating</p>	<p><u>Communication –</u> listening, speaking, reading, writing. presenting <u>Thinking skills-</u> Acquisition of knowledge- Application: Synthesis-</p>	<p><u>Self- Management Skills –</u> Safety when using science equipment; organization & time management <u>Research skills –</u> Observing, collecting, recording, organizing, & interpreting data; Presenting research findings</p>	<p><u>Communication Skills:</u> listening reading <u>Research Skills:</u> presenting to others - formulate questions for planning, collecting and recording data for their project</p>	<p><u>Self-Management –</u>make informed choices <u>Thinking –</u> analysis-seeing relationships <u>Researching -</u> Collecting data Gathering information Recording data</p>
Specialists Connections	<p>Art: Students created an art piece depicting their individuality among the student population. -Students created a self portrait</p>	<p>Technology: Students designed a 3D object to represent their heritage. For example, a student created a block of Swiss cheese to represent Switzerland; a student</p>	<p>Science Lab: Force and Motion Technology: Students participated in the worldwide Hour of Code where they</p>	<p>Art- making pinwheels In studio we have been learning about how actors use costumes, scenery and props to create characters. We are also learning about the design process while creating costumes, scenery and</p>		<p>PE: Student conflict resolution</p>

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	<p>with chalk pastels and glue. They discussed that although we are all unique individuals, we all play an important role in the school-wide community.</p> <p>Math - Students studied tangrams (tangrams originated in China) focusing on creating images using the seven geometric shapes. PE: Cooperative activities Physical Education- Students worked together with others in their new country group to create positive relationships and work on social behaviors</p>	<p>designed a Panda to represent China; a student created a Coconut tree commonly found in Costa Rica.</p> <p>Art: Students created an art piece depicting their individuality among the student population. -Students created a self portrait encompassing uniqueness of each individual</p> <p>PE: Cross the river. Work in teams to move across the gym with minimal equipment (supplies)</p> <p>Spanish: Explore the family and family origin, How the family organizes new communities.</p>	<p>coded a creative project of their choice.</p> <p>PE: Express through dance</p>	<p>props to use in a Green Screen weather report. For those of you who have Studio this quarter, could you please have your kids bring their iPads to Studio this week so I can teach them how to install and use the Green Screen app.</p> <p>Dressing up like weather</p> <p>Hurricane, rainbow, rainy, sunny, windy, snowy, partly cloudy, tornado, lightning</p> <p>Technology: Students designed a 3D object to represent the weather commonly found in their country of origin. Also, students used the instructional gaming website, Legends of Learning, to learn about different weather patterns across the world and how it affects the kinds of animals located in those parts of the world.</p>		
Timeline	August 20-September 28	November 12-February 6	February 4 March 1	October 1- November 9	April 22- May 31	March 4-April 12

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Transdisciplinary Theme Grade 3	<p>Who we are 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>Where we are in place and time 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>How we express ourselves 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>How the world works 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>How we organize ourselves An inquiry into the interconnectedness of humanmade systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>Sharing the planet 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>
Focus on...	<p>Science Reading SS Math Writing Other</p>	<p>Science Reading SS Math Writing Other</p>	<p>Science Reading SS Math Writing Other</p>	<p>Science Reading SS Math Writing Other</p>	<p>Science Reading SS Math Writing Other</p>	<p>Science Reading SS Math Writing Other</p>
Units of Inquiry	<p>Central idea; The growth of communities depends on social and economic advancements. Lines of inquiry: -the technical advancements of the early 20th century - impacts of rising and falling economy -the causes and effects of social unrest</p>	<p>Central Idea: Humans investigate and use tools to understand the earth's surface. Lines of Inquiry: -physical distribution of the different water and land features. -characteristics of landforms -how we use maps</p>	<p>Central idea: Learners express their knowledge and appreciation of the natural world in creative ways. Lines of inquiry: -the ways poets use poetic devices to communicate ideas -changes in environments and the impact on organisms -ways nature inspires creative expression</p>	<p>Central Idea: Understanding changing components affects our lives. Lines of inquiry: -components of the earth -earth changes -human response to the earth's changes</p>	<p>Central Idea: Humankind constantly discovers new frontiers. Lines of Inquiry: -how journeys affect people and places -locations of early settlements -gathering and using information</p>	<p>Central Idea: Conflicting points of view may lead to disagreements Lines of inquiry: -differing perspectives of people -leaders and events in war. --positive and negative effects of war.</p>

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Key Concepts	Reflection Connection change	Form, function, connection	Change perspective Function	Function Causation Change	Causation Connection Responsibility	Perspective Responsibility change
Related Concepts	Conflict Resolution Democracy Interaction System Energy	Physical systems geography	Appreciation	Geography geology processes	Choices Settlement discovery movement journeys?	Cooperation Perception Disagreements
Learner Profile	Reflective Inquirer Knowledgeable	Knowledgeable Communicator Thinker	Balanced Open-minded thinker	Balanced Reflective communicator	Risk-taker Principled inquirer	Caring Communicator principled
ATL	Social resolving conflict, respecting others, cooperating Thinking Acquisition of knowledge Communication skills speaking	Communication Skills: Listening & Speaking - Small group map creations, Presenting- information places & physical systems Self-Management Skills: Spatial Awareness (map creations), Organization, Fine Motor Skills Social Skills - Accepting Responsibility, Respecting Others, Cooperation.	Thinking skills: Application Synthesis Communication Skills: Listening writing	Research Skills: Formulating Questions, Observing, Collecting data Self-Management Skills: Safety, Informed decisions Social Skills: Group Decision- making, Adopting a variety of roles	Research: Recording & Organizing information, presenting information Communication: reading, writing Thinking: Acquisition of knowledge, analysis, application	Communication Speaking Listening Thinking Evaluation Dialectical thought

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Specialists Connection	<p>Introduction of their names in Chinese and family members(father, mother, brothers, sisters, grandparents, uncles and aunts) in Chinese. Ying Qin</p> <p>PE: Personal health and nutrition initiative</p> <p>Technology:</p>	<p>In Technology class, students created a 3D object that either represented a landform or a natural disaster. For example, students made volcanoes, canyons, and a flooded home. Students also used the instructional gaming website, Legends of Learning, to learn about Earth's history, layers of the Earth, and how weathering and erosion help shape Earth.. Students also used a simulation to learn about deposition, sedimentary rocks, and fossils.</p> <p>Math - Students studied tangrams (tangrams originated in China) focusing on creating images using the seven geometric shapes.</p>	<p>PE: Exploration and expression of movements through gymnastics</p> <p>Technology connection: Flocabulary -Use this website to make songs from the poems students write</p> <p>Art- create food chain within a food chain- students write about the food chain related their animal</p>	<p>Science Lab – explorations on rocks and geology</p>	<p>Spanish: Explore the family and family origen =melting pot: Importance of migration and what it offers to the ne new communities.</p> <p>Technology: Students designed a 3D object based on an Indian tribe they learned about (sport, clothing, homes, animals)</p>	
Timeline	April 22-May 30	August 20-October 5	January 28-March 1	November 26-January 25	October 8-November 21	March 4-April 12

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Transdisciplinary Theme Grade 4	<p>1. Who we are 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>5. Where we are in place and time 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>4. How we express ourselves 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>2. How the world works 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>3. How we organize ourselves An inquiry into the interconnectedness of humanmade systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>6. Sharing the planet 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>
Focus on...	Science Reading SS Math Writing Other	Science Reading SS Math Writing Other	Science Reading SS Math Writing Other	Science Reading SS Math Writing Other	Science Reading SS Math Writing Other	Science Reading SS Math Writing Other
Units of Inquiry	<p>Central idea: The natural world impacts humanity. Lines of inquiry: -how migration affects culture, communities and individuals -understanding patterns of the water cycle -how regional climates affect human lifestyles</p>	<p>Central Idea: Patterns of change affect human migration. Lines of inquiry: -reasons for territorial expansion -impacts of territorial expansion -changes in atmospheric conditions</p>	<p>Central Idea: People communicate beliefs, values, and feelings in varied ways. Lines of inquiry: -structures of government -properties of sound -communication using sound</p>	<p>Central idea: Exploration and discovery change our world. Lines of inquiry: -different motivations for exploration -how exploration is connected to migrations -patterns and cycles of the solar system</p>	<p>Central idea: Groups of people change the world for better or worse. Lines of inquiry: -power, control and revolutionary war -how key battles impact the outcome of a conflict -actions people take when they feel they are being treated unfairly.</p>	<p>Central Idea: Access to resources causes conflict and cooperation. Lines of inquiry: -conditions and events that lead to different points of view -conflict and resolution -characteristics and traits of plants and animals</p>
Key Concepts	Connection Causation reflection	Causation Change Reflection	Connection Form responsibility	Change Function Perspective	Function Causation form	Perspective Responsibility form

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Related Concepts	cycle Migration climate tradition	prediction growth location	beat, tone, pitch Government Communication	Exploration Solar system space patterns	Revolution equity	behavior Balance Ecosystems Civil war
Learner profile	Thinker Open-minded Knowledgeable	Inquirer Open-minded reflective	Principled Balanced Communicator	Risk-taker Communicator Inquirer	Caring Communicator Reflective	Caring Knowledgeable Risk-taker
ATL	<p><u>Communication</u> – Nonverbal communication verbal speaking and listening</p> <p><u>Self-Management</u> - Codes of behaving making Informed choices.</p> <p><u>Social Skills</u> - Accepting responsibility and cooperating, Thinking-Students acquired knowledge</p>	<p>Self-management – spatial awareness Research - observing</p>	<p><u>Social</u> (respecting others) <u>Communication</u> (writing listening writing <u>Thinking skills:</u> evaluation</p>	<p><u>Thinking</u> (Application) <u>Research</u> (collecting data) Meta-cognition</p>	<p><u>Thinking -</u> synthesis Dialectical thought <u>Social</u> - accepting responsibility</p>	<p><u>Communication skills:</u> Speaking, reading, listening, nonverbal communication <u>Research skills:</u> Formulate questions Plan research; Record and interpret data, present research findings</p>

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Specialists Connection	<p>Media - caring and respectful in the media center- treating media equipment respectfully/. Procedures balanced</p> <p>Art: Students model self-management skills by practicing proper clean-up procedures as well as respecting materials. As a connection to “exploring the new world” students researched old, wooden explorer vessels. They created their own ships which they then added to mixed-media seascapes</p> <p>Math - Lines of Symmetry and patterns were connected to the study of the influence of Native Americans before and during Westward Expansion.</p> <p>PE: Personal health and nutrition initiative</p>	<p>Science - The Lab conducted several experiments related to weather; FOSS kit experiments were conducted in the classroom and connections were made in the lab</p>	<p>Technology: In technology class, students used the instructional gaming site, Legends of Learning, to learn about waves and their properties. Students manipulated wavelengths, amplitudes, and phases of waves with knobs and sliders to see how these properties affect the sound waves produce.</p> <p>PE: Exploration of movements through gymnastics</p> <p>Technology: Students create a 3D object on items with different sounds</p>	<p>Technology: Students designed their own coding game incorporating elements of the solar system.</p>	<p>PE-18th Century games and dance</p> <p>Spanish: Explore family structure and family origin= melting pot: Importance of migration and what it offers to the new communities.</p>	<p>Technology: Students create a Google My Map indicating key events and battles during the Civil War and their significance.</p>
Timeline	August 27-September 28	February 25 March 29	January 22 February 22	October 1 November 9	November 12- January 19	April 1-May 24

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Transdisciplinary Theme Grade 5	<p>Who we are 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>Where we are in place and time 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>How we express ourselves 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>How the world works 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>How we organize ourselves An inquiry into the interconnectedness of humanmade systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>Sharing the planet 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>
Focus on...	Science Reading SS Math Writing Other	Science Reading SS Math Writing Other	Science Reading SS Math Writing Other	Science Reading SS Math Writing Other	Science Reading SS Math Writing Other	Science Reading SS Math Writing Other
Units of Inquiry	<p>Central Idea: Progress creates changes that impact personal, physical and mental health. Lines of inquiry: -industrial growth's impact on immigration and labor reform -how decisions and laws determine human rights -personal ethics and the actions taken in response.</p>	<p>Central idea: A country's expansion evolves as a result of the attitudes of social groups in cooperation and conflict. Lines of inquiry: -the social and political impacts of rebuilding after war -the effects of continued geographic expansion of a country -human perspectives during times of growth</p>	<p>Central idea: Personal expression is a response to crisis, challenges and opportunities. Lines of inquiry: -artistic expression as a response to rights -ways culture influences personal values and behaviors -the interconnectedness of human experiences</p>	<p>Central Idea: The laws of chemistry and physics govern the creation of mixtures and motion Lines of Inquiry: - methods of controlled experimentation - physical properties of matter and mixtures -factors that affect motion (of an object)</p>	<p>Central idea: Government decisions influence the lives of citizens. Lines of Inquiry: -emergence of countries as world powers -economic boom and bust -global conflicts and their cultural and economic impact</p>	<p>Central Idea: Biodiversity relies on maintaining the interdependent balance of ecosystems within a changing earth. Lines of Inquiry: -creation of earth's landforms and ocean features -roles of biotic and abiotic features -impacts of natural and human influences</p>

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Key Concepts	Causation Responsibility reflection	Change Connection Perspective	Perspective Reflection Responsibility	Connection Form function	Perspective Causation connection	Responsibility Change function
Related Concepts	Inventions Immigration Social justice Well-being	Conflict Reconstruction Status fairness	Discrimination expression	Transformation Experimentation Laws Force matter	Conflict Reconciliation	Sustainability Interdependence prediction conservation
Learner Profile	Principled Caring Open-minded	Open-minded Reflective Inquirers	Communicators, risk-takers, Reflective	Inquirers Knowledgeable thinkers	Inquirers Risk-takers balanced	Open-minded, balanced, reflective
ATL	<u>social</u> skills. Students practiced respecting others, group decision making skills, and adopted a variety group roles Communication (listening, speaking), Research (collecting and organizing and interpreting data) presenting research findings; Self-management skills (healthy lifestyles) Thinking skills-acquisition of knowledge	Social Skills (respecting others, cooperating); Thinking Skills (acquisition of knowledge, evaluation); Self-management skills (organization, informed choices)	Communication Skills (Speaking, Presenting, Non-Verbal Communication); Thinking Skills (synthesis, metacognition)	Thinking (application, analyze); Research (collecting data, interpreting data); Self-management (spatial awareness, time management)	Thinking skills (comprehension application, dialectical thought) Self-management skills(time management, codes of behavior); Communication skills reading and writing	Research Skills (presenting research findings; formulate questions, observing), Thinking Skills (Acquisition of Knowledge and Analysis), Communication Skills (Speaking, Writing, Presenting).

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Specialists Connections	<p>Music - Industrial Growth: music from that time period. Conceptual connections: Responsibility, causation, reflection Approaches to Learning: respecting others, and listening skills. Study a foreign-born composer or American composer with foreign roots to connect to immigration concept</p> <p>Studio- Child Labor Reader's Theater</p> <p>PE: Personal health and nutrition initiative Discussing origination of a sport to connect to cultural adaptations through immigration</p> <p>Chinese - cultural and nationalities discussion connect to immigration</p> <p>Math Lab - Graph stocks to connect to big business Math - Lines of Symmetry and patterns were connected to the study of the influence of Native Americans before and during Westward Expansion</p> <p>Art - Cultural artists/artwork to connect to immigration/maybe create cultural jewelry</p>	<p>Spanish: Explore family structure and family origin='melting pot.' Importance of migration and what it offers to the new communities.</p> <p>Music -. Conceptual: Connection, change, perspective, conflict and status Approaches: social skills, self management, informed choices, thinking skills Analyzing period based folk music for connections to Westward Expansion</p> <p>PE - Connecting concepts of cooperation and conflict through team sports/teamwork</p> <p>Chinese - Using the concept of cooperation to hold discussions in Mandarin</p> <p>Art - Native American inspired art to connect to West Expansion groups</p>	<p>PE: Exploration of movements through gymnastics</p> <p>Music- Rock n' Roll Focus (Cold War)Technology- Facebook Profile for Cold War/Civil Rights Leaders</p> <p>Media- Current Events Green Screen</p> <p>Literacy- Lost and Found Cat in Pakistan/Ghandi/Malala</p> <p>Math Lab- Fractions</p> <p>Studio- Readers Theater on Bus Segregation/Current Events Readers Theater</p> <p>Art- Collage on Civil Rights (black and white)</p>	<p>Music -. Conceptual: Connection, form, function, experimentation Approaches: application and analyze, self-management, spatial awareness - How force is connected to volume</p> <p>Art - Oil/liquid water art to connect to mixtures, also color mixing</p> <p>Media - 5th grade we are focusing on research skills to prepare for exhibition. Students are learning how to so cite sources, determine credible sources, using SCDiscus, and conducting academic Google searches.</p> <p>PE - Connecting force and motion concepts within throwing, catching, striking</p>	<p>Technology: Students create a Google My Map about WWII highlighting key places during the War and why they are significant.</p> <p>Music- World War II patriotic songs</p> <p>Media- World War II MAP</p> <p>Literacy- True Story of Winnie the Pooh</p> <p>Math Lab- Battleship with Coordinate Grids</p> <p>Studio- Reader's Theater for Pearl Harbor</p> <p>Art- Propaganda Posters</p> <p>Gym- Battleships</p>	<p>Science- Erosion and Deposition/Microscope Investigations</p> <p>Media- Brochure/Public Service Announcements for Human Impact</p> <p>Technology- Students used the instructional gaming site, Legends of Learning, to develop a Food Man and describe the interactions among organisms in different ecosystems around the world.</p> <p>Math Lab- Mapping the Ocean Floor</p> <p>Literacy- Human Impacts (Moonbears)/ Storyworks Mt. St. Helens</p> <p>Studio- Ecosystem Puppets</p> <p>Art- Animals in Art and Emulating Artists Styles</p> <p>Gym- Sharks and Minnows/Crows and Cranes</p>
Timeline	November 26- January 18	October 15 – November 21	April 22 – May 31	August 27- October 12	March 7- April 12	January 21- March 6

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