

German-American International School

Programme of Inquiry 2011-2012 updated August 6 2011

Age	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
KI.5 age 10-11	<p>Key concepts: form, change, connection</p> <p>Central Idea: The human body is made up of interrelated systems whose changes affect people at different life stages</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● The form of biological life ● The interdependence (connections) of the body systems ● The changes of the body systems at various stages 	<p>Key Concepts: causation, change, perspective</p> <p>Central Idea: Discoveries influence human evolution cross-culturally</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● perspectives regarding evolution ● sequence of evolutionary stages ● inventions and their impact on human life 	<p>Key Concepts: connection, function, reflection</p> <p>Central idea: The power of media can impact the choices we make</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● the purpose behind use of persuasive language, images and sounds ● the effect media has on it's target group ● the importance of responsible behavior in the use of media 	<p>Key Concept: form, function, perspective</p> <p>Central idea: Understanding more about the scientific principles connected to space and earth help us prepare for the future.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● the theories related to the beginning of the universe ● the location and physical appearance of the planets and other phenomena in our solar system ● the role the space program plays in our understanding of the 	<p>Key concepts: Form, connection, responsibility</p> <p>Central idea: People live in interacting systems that govern the roles individuals play within them.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● components of different political systems ● rights and responsibilities of people within a system ● actions of individuals that affect others in the world of 	<p>Exhibition</p>

				universe	interacting systems	
	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
Gr.4 age 9-10	<p>Key Concepts: form, connection, perspective</p> <p>Central idea: Different perspectives on beliefs lead to different understandings of the world.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> the similarities and differences of believe systems the influence beliefs and values can have on people’s lifestyle ways to deal with prejudices towards different points of view 	<p>Key Concepts: causation, change, connection</p> <p>Central idea: Human migration presents challenges and opportunities</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> the cause for migration over time lifestyle adoptions accompanying immigration the impact the diverse composition of immigrants have on the relationship within a community 	<p>Key Concepts: form, connection, reflection</p> <p>Central idea: Some people combine different forms of art to communicate thoughts, feelings, and imagination</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> different forms of fine arts interconnecting art forms interpretation of art 	<p>Key Concepts: connection, causation, change</p> <p>Central idea: Different climates on earth influence the life in each area.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> the connection between weather and climate the impact geographical location has on the climate cause and effect of different types of severe weather the effect climate can have on the people 	<p>Key Concepts: causation, connection, change</p> <p>Central Idea: The world of work and the state of the economy are interconnected and impinges on our lifestyle</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> cycle of economy reasons for the collapse of economy impact of employment/unemployment on people’s life 	<p>Key Concepts: function, change, responsibility</p> <p>Central Idea: People transform energy from resources which impacts the environment</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> the role energy plays in our daily life transformation of different resources into energy initiatives people can take to conserve energy
	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
Gr. 3 age 8-9	<p>Key Concepts: connection, causation, reflection</p> <p>Central idea: The environment people live in affects the way people relate to others</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> influences on people choices people make that reflect their relationships with others attitudes and behaviors that can 	<p>Key Concepts: form, causation, perspective,</p> <p>Central idea: Groups of people settling in new locations impact the existing population</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> lifestyle of the indigenous people reasons for exploration different points of view between the indigenous people and explorers 	<p>Key Concepts: form, perspective, function</p> <p>Central Idea: People can express history, imagination, and values through theatrical performance</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Similarities and differences of theatrical performances from around the world the influence 	<p>Key Concepts: function, form, connection,</p> <p>Central idea: Magnetism is an invisible force people use for a variety of purposes.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> attraction and repulsion of magnets patterns of magnetic fields use of magnets in our daily lives 	<p>Key Concepts: change, connection, function</p> <p>Central idea: People create products and systems of distribution to satisfy the consumer</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> the steps leading to distribution of products and goods the labor distribution along the process of production the way consumers 	<p>Key Concepts: causation, reflection, responsibility</p> <p>Central idea: People need to deal with the waste they create to protect the environment</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The reasons for different types of waste The consequences of insufficient waste management People’s role in

	promote healthy relationships	<ul style="list-style-type: none"> the conflict resulting from different points of view 	<p>different perspectives has on creating theatrical performances</p> <ul style="list-style-type: none"> Steps needed to create a play 		are influenced in their wants and needs .	<p>reusing, reducing and recycling to protect our resources</p> <ul style="list-style-type: none"> changes in our behavior due to new knowledge about waste management and recycling to protect the communities
	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
Gr. 2 age 7-8	<p>Key Concepts: form, causation, reflection</p> <p>Central idea: People have to know who they are in order to value and develop themselves.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> the different components that come together to define oneself (form) the impact beliefs about ourselves have on reaching our goals/ potential (causation) attitudes to cope with, communicate about and manage own feelings within a group (reflection) 	<p>Key Concepts: function, change, responsibility</p> <p>Central Idea: Communities adapt to changing times</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> the purpose of communities progress in communities over time different responsibilities of community members 	<p>Key Concepts: change, function, perspective</p> <p>Central idea: Humans communicate through writing for various purposes</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> the evolution of writing patterns of writing different points of view expressed in writing 	<p>Key Concepts: form, causation, connection</p> <p>Central Idea: Natural forces impact landforms and the people that live there</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> the physical characteristics of where people live reasons for changes in landforms the effect natural forces have on people 	<p>Key Concepts: function, causation, responsibility</p> <p>Central Idea: Humans use the concept of time to structure the past present and future</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> impact of time on our life different ways to measure time different time management strategies to help people become responsible learners (responsibility) 	<p>Key Concepts: change, form, reflection</p> <p>Central Idea: All living things are dependent upon each other within a habitat</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> characteristics of different animals and their habitats adaptation of animals and plants in their habitats necessary behavior to protects the balance in nature within habitats
	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
Gr.1	Key Concepts:	Key Concepts:	Key Concepts: form,	Key Concepts:	Key Concepts:	Key Concepts:

age 6-7	<p>connection, function responsibility, Central Idea: There are major factors that must be in balance in order to promote a healthy lifestyle Lines of Inquiry:</p> <ul style="list-style-type: none"> ● influence nutrition, physical activity, rest and hygiene has on people's well-being ● role attitude plays in being healthy ● peoples duty to make responsible choices 	<p>change, function, connection Central idea: People develop vehicles and systems to move people and goods from point to point Lines of Inquiry:</p> <ul style="list-style-type: none"> ● the purpose for transportation ● changes in transportation systems and vehicles over time ● basic principles people need in order to develop vehicles 	<p>function, reflection Central Idea:</p> <ul style="list-style-type: none"> ● Creating a story is a process that requires specific elements in order to make sense to the audience and experiences <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● organization of a story ● writing process ● elements of presenting a story ● different perspectives in stories 	<p>causation, change Central Idea: Light is the source of most life on earth. Lines of Inquiry:</p> <ul style="list-style-type: none"> ● cause of night and day ● sunlight and its cycles of the seasons ● impact of light has on life 	<p>Responsibility, form, function, Central Idea: In a school people develop relationships and structure to work together Lines of Inquiry:</p> <ul style="list-style-type: none"> ● rights and responsibilities of the students ● roles of individuals in a school; ● similarities and differences of schools from around the world 	<p>connection, change, reflection Central Idea: Aquatic life depends on it's surrounding environment Lines of Inquiry:</p> <ul style="list-style-type: none"> ● animals and plants as part of the food web ● lifecycle of aquatic animals ● effect people's behavior has on aquatic life
	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
KG age 5-6	<p>Key Concepts: causation, function, perspective Central idea: Traditions reflect the beliefs, values, and heritage of a culture. Lines of Inquiry:</p> <ul style="list-style-type: none"> ● roots and reasons for different celebrations ● components of celebrations play different roles ● different ways to celebrate the same tradition 	<p>Key Concepts: form, change, function Central idea: People build homes according to their needs and abilities Lines of Inquiry:</p> <ul style="list-style-type: none"> ● the need for a home ● similarities and differences of homes ● adaptation of homes to the needs of the people ● influence new abilities and inventions have on the way homes are built 	<p>Key Concepts: connection, function perspective Central idea: People use the visual arts to express feelings and ideas Lines of Inquiry:</p> <ul style="list-style-type: none"> ● ways colors and shapes can reflect feelings and ideas ● the role techniques play in the artists work ● different ways people can interpret art 	<p>Key Concepts: form, change, function Central idea: People change natural materials in order to use them for different purposes. Lines of Inquiry:</p> <ul style="list-style-type: none"> ● the properties of different objects ● the process of changing natural recourses into materials ● making useful items out of materials 	<p>Key Concepts: causation, connection, responsibility Central idea: Journeys people take require organization Lines of Inquiry:</p> <ul style="list-style-type: none"> ● reasons for different kinds of journeys ● the network needed for travel ● the value of planning and preparations before traveling 	<p>Key Concepts: change, function, reflection Central Idea: Animals and plants grow and develop in gardens people care for Lines of Inquiry:</p> <ul style="list-style-type: none"> ● role of gardens in people's life ● different lifecycles of animals and plants ● our responsibility in maintaining a garden
	Who we are	Where we are in place	How we express	How the world works	How we organize	Sharing the planet

		and time	ourselves		ourselves	
Cycle 1 age 3-5	<p>Key Concepts: form, function</p> <p>Central Idea: Families come in many variations and play a role in children's lives</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • similarities and differences in families • the role of different family members • activities families do together 		<p>Key Concepts: form, function, perspective</p> <p>Central Idea: Dramatic play is a form of expression to make sense of the world</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Different components that play a role in dramatic performances • Different ways of reenacting stories • Different ways people express emotions in dramatic play 	<p>Key Concepts: change, function, form</p> <p>Central Idea: During their life animals serve many purposes</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • animals in the backyard and what they look like • the role different animals play in their environment • lifecycles of garden animals 	<p>Key concepts: function, connection, responsibility</p> <p>Central idea: Community members have responsibilities that affect each other.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • the role of each job in a community • the connection between the different jobs in the community • the students responsibility in their home and school community 	
	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
Cycle 2 Age 3-5	<p>Key Concepts: Form, responsibility, connection</p> <p>Central idea: In a diverse classroom community children learn about themselves and how to relate to others</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • similarities and differences of the classroom community members • roles and responsibilities in the classroom • ways that facilitate 		<p>Key Concepts: function, connection reflection</p> <p>Central idea: Music is a form of expression which affects people</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • sounds we can produce in our environment • creating music out of sounds • feelings and moods related to music 	<p>Key Concepts: function, connection, causation</p> <p>Central Idea: People use their five senses to explore and understand the world around them</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • the way each sense works (function) • ways the senses work together (connection) • the impact the senses have on us (causation) 		<p>Key Concepts: form, causation, connection</p> <p>Central idea: People have a responsibility to care for wild and domestic animals</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • differences between domestic and wild animals (form) • importance of meeting the animals needs (causation) • actions people can take to meet the needs of the animals

	positive interaction					(responsibility)
--	----------------------	--	--	--	--	------------------