



# Kindergarten

## Program of Inquiry

WHO WE ARE	WHERE WE ARE IN PLACE & TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
<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>
<p><i>Central Idea:</i> <b>The choices people make affect their relationship with the world around them.</b></p> <p><i>Key concepts:</i> <b>perspective, responsibility, reflection</b> <i>Related concepts:</i> <b>relationships</b></p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> <li>• working together</li> <li>• strategies to problem solve</li> <li>• understanding the feelings of others</li> </ul> <p><i>Learner Profile Attributes:</i> <b>caring, communicators, principled</b></p> <p><i>August-mid-October</i></p>	<p><i>Central idea:</i> <b>Technology changes how we get from place to place.</b></p> <p><i>Key concepts:</i> <b>change, causation, function</b> <i>Related concepts:</i> <b>transportation</b></p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> <li>• how and why transportation changes</li> <li>• how place and reason impact transportation changes</li> <li>• advantages/disadvantages of types of transportation</li> </ul> <p><i>Learner Profile Attributes:</i> <b>knowledgeable, thinker</b></p> <p><i>mid-October-December</i></p>	<p><i>Central idea:</i> <b>People balance ideas and needs during the design process.</b></p> <p><i>Key concepts:</i> <b>function, connection, perspective,</b> <i>Related concepts:</i> <b>architecture</b></p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> <li>• balance between function and beauty</li> <li>• weather's effect on design</li> <li>• perspectives of beauty through clothing and architecture</li> </ul> <p><i>Learner Profile Attributes:</i> <b>open-minded, risk-taker</b></p> <p><i>February-mid-March</i></p>	<p><i>Central idea:</i> <b>People use force and motion to solve problems in work and play.</b></p> <p><i>Key concepts:</i> <b>function, causation, reflection</b> <i>Related concepts:</i> <b>pushes, pulls, work, energy</b></p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> <li>• why things move</li> <li>• how movement changes</li> <li>• how force and motion effect work</li> </ul> <p><i>Learner Profile Attributes:</i> <b>balanced, principled, thinker</b></p> <p><i>December-January</i></p>	<p><i>Central idea:</i> <b>Different parts of a community work together to impact the lives of the people who live there.</b></p> <p><i>Key concepts:</i> <b>causation, form, perspective</b> <i>Related concepts:</i> <b>community</b></p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> <li>• ways to contribute to a community</li> <li>• how different parts of a community connect</li> <li>• roles and responsibilities</li> <li>• differences in community services</li> </ul> <p><i>Learner Profile Attributes:</i> <b>inquirer, knowledgeable</b></p> <p><i>mid-March-April</i></p>	<p><i>Central idea:</i> <b>Living things rely on one another and their environment for their needs</b></p> <p><i>Key concepts:</i> <b>form, connection, responsibility</b> <i>Related concepts:</i> <b>growth, plants, living, non-living</b></p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> <li>• living and non-living</li> <li>• how humans and plants rely on each other</li> <li>• parts of plants</li> <li>• caring for living things</li> </ul> <p><i>Learner Profile Attributes:</i> <b>balanced, caring, inquirer</b></p> <p><i>May-June</i></p>