

ALICE BIRNEY ACADEMY OF INTERNATIONAL STUDIES

2008-2009

Program of Inquiry Overview - Grade: Kindergarten 3/27/09

GRADE K	<p>An inquiry into Who we are An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</p>	<p>An inquiry into Where we are in time and place An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilisations.</p>	<p>An inquiry into How we express ourselves An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.</p>	<p>An inquiry into How the world works An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.</p>	<p>An inquiry into How we organise ourselves An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.</p>	<p>An inquiry into How we share the planet An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.</p>
	<p>Central idea: Who I am and what I do affects everyone around me.</p>	<p>Central idea: We can learn about our neighborhood by investigating maps and globes.</p>	<p>Central idea: People celebrate for different reasons.</p>	<p>Central idea: Wood has many uses and is a finite product.</p>	<p>Central idea: Community workers play a role in different communities.</p>	<p>Central idea: All living things, no matter how small, affect human beings and the earth.</p>
	<p>Transdisciplinary Skills: Social Studies Health Character Education English Language Arts Listening and Speaking</p>	<p>Transdisciplinary Skills: Social Studies</p>	<p>Transdisciplinary Skills: Social Studies English Language Arts</p>	<p>Transdisciplinary Skills: Science English Language Arts</p>	<p>Transdisciplinary Skills: Social Studies English Language Arts</p>	<p>Transdisciplinary Skills: Science English Language Arts</p>
	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How I express myself and my feelings • Discovering my likes and dislikes • Conveying what I can do and how it affects others. 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Personal Histories • Different types of homes • Different types of families 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different celebrations around the world • The reasons people celebrate • Celebrations then and now 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The properties of different materials and their uses. • We use various materials, understanding the process of how paper is made • How recycling paper extends the use of trees and other resources 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Who works in your school and community? • What goods and services do all people depend on? • How are jobs in our community different from jobs around the world? 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How insects help the earth reduce waste. • How insects benefit the growth of living plants. • The role humans have in supporting living things.
	<p>Teacher questions: How can others tell how you are feeling? How do you express what you like or dislike? What things can you do now that you couldn't do before? How does what you do affect others positively and negatively?</p>	<p>Teacher questions: IN DEVELOPMENT</p>	<p>Teacher questions: What are celebrations? How do you celebrate? How are celebrations different? Why do we celebrate?</p>	<p>Teacher questions: How are different types of wood are the same/different? What makes up wood? What different can wood be used? How do people throughout the world use wood? How could you use wood differently?</p>	<p>Teacher questions: Who works in your school? What would happen if certain people didn't do their job? Who works in your community? How are their jobs related? What does your family and community depend on for others to provide? How are jobs in your community different or the same than other communities?</p>	<p>Teacher questions: What is happening to the trash in our compost bin? How is the compost bin changing? How can the soil help our garden? What would happen if we did not recycle our table scraps? What would happen if everyone recycled their table scraps?</p>
	<p>Key concepts: Connection</p>	<p>Key concepts: Function</p>	<p>Key concepts: Perspective, Change, Form</p>	<p>Key concepts: Form, Function, Responsibility</p>	<p>Key concepts: Connection</p>	<p>Key concepts: Change, Causation, Form</p>
	<p>Developing transdisciplinary and learner profile skills: Students will show attributes: Principled, Caring, Open-minded, Reflective</p>	<p>Developing transdisciplinary and learner profile skills: • IN DEVELOPMENT</p>	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • Students will become <u>knowledgeable</u> in learning about different celebrations. • Students will be <u>open-minded</u> of others' beliefs. • Students will be <u>inquirers</u> by developing open-ended questions when comparing different celebrations. • Students will show <u>appreciation</u> of others that celebrate different holidays. 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • Use curiosity to conduct inquiry when exploring wood and paper in Foss Kit • Apply learning of properties of wood to make paper • Show responsibility and respect for community by recycling paper. • Students will become <u>knowledgeable</u> the importance of wood world-wide and its many uses. 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • Use Unit 3 in SS textbook to help define and describe different jobs in the community. • Community Rhymes CD • Books on community workers • Presentations of parents with community worker jobs. • Students will become <u>knowledgeable</u> in learning about different jobs a community needs. • Students will be <u>inquirers</u> by developing open-ended questions when interviewing the presenters. 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • Students will become <u>knowledgeable</u> on creating their own composting bin at home to recycle table scraps. • Students will be <u>inquirers</u> by developing their curiosity when working with red worms.

<p>Summative assessment:</p> <ul style="list-style-type: none"> • “What’s in the bag” presentation • All About Me book • Role Play • Student Interviews (student of the day) • “I Like” book and/or “I Can” book 	<p>Summative assessment:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT 	<p>Summative assessment:</p> <ul style="list-style-type: none"> • Student generated class book of celebrations • Students draw/write about own celebrations 	<p>Summative assessment:</p> <ul style="list-style-type: none"> • Learning how to create paper from wood • Science journal entries • Observations • Thinking maps and student-generated charts • Partner sharing (work and communicating their thinking) 	<p>Summative assessment:</p> <ul style="list-style-type: none"> • Interviewing Community workers. • Cause & effect of community workers. • Creating a book When I Grow Up I Want to Be... 	<p>Summative assessment:</p> <ul style="list-style-type: none"> • Chart students’ thinking • Journal writing • Illustrations • Diagrams • Poetry • Weekly log • Thinking maps and student-generated charts • Partner sharing (work and communicating their thinking)
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