

German-American International School

Updated 2009-10-28

Programme of Inquiry 2009-2010

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
	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.	An inquiry into the orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations from local and global perspectives.	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 aesthetics.	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.	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.	An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and relationships within and between them; access to equal opportunities; peace and conflict resolution.
K1.5 age 10-11	<p>Key concepts: function, change, connection</p> <p>Central Idea: The human body is made up of interrelated systems whose changes affect us at different life stages</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • the functions and interdependence of the body systems • the changes of the body systems at various stages • the changes in the body as it grows from puberty into adulthood 	<p>Key Concepts: causation, change, perspective</p> <p>Central Idea: Discoveries have influenced 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 • people's responsibility in the use of media 	<p>Key Concept: form, causation, connection</p> <p>Central idea: The Earth is surrounded by space and is part of the vast and complex universal system</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's in our solar system • the role the space program plays in our understanding of the universe 	<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"> • similarities and differences of systems • rights and responsibilities of people within a system • how the actions of individuals affect others in the world of interacting systems 	<p>Exhibition</p> <p>Central idea: Resolving conflict and promoting equal opportunities is a means of creating peaceful co existence</p>
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Gr.4 age 9-10	<p>Key Concepts: form, perspective, reflection</p> <p>Central idea: Different perspectives on beliefs lead to different understandings of the world that can lead to conflicts</p>	<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 	<p>Key Concepts: form, connection, perspective</p> <p>Central idea: Some people combine different forms of art to communicate their thoughts, feelings, and</p>	<p>Key Concepts: connection, causation, change</p> <p>Central idea: Different climate zones on earth influence the life in each area.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • the connection between 	<p>Key Concepts: causation, connection, perspective</p> <p>Central Idea: The world of work and the economy are interconnected and impinges on our lifestyle</p>	<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>

	Lines of Inquiry: <ul style="list-style-type: none"> the similarities and differences of believe systems how people's beliefs and values may guide how they live the role tolerance plays when people have different points of view 	<ul style="list-style-type: none"> migration Lifestyle adoptions accompanying immigration The impact the diverse composition of immigrants have on the relationship within a community 	<ul style="list-style-type: none"> imagination Lines of Inquiry: <ul style="list-style-type: none"> what fine arts are how art forms can be interconnected how art can be interpreted 	<ul style="list-style-type: none"> weather and climate why the geographical location impacts the climate cause and effect of different types of severe weather the effect climate change has on the people 	Lines of Inquiry: <ul style="list-style-type: none"> cycle of economy reasons for the collapse of economy how employment/unemployment impacts people's life 	<ul style="list-style-type: none"> the role energy plays in our daily life how different resources are transformed into energy initiatives people can take to conserve energy
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Gr. 3 age 8-9	Key Concepts: connection, responsibility, perspective, Central idea: Influences can affect relationships Lines of Inquiry: <ul style="list-style-type: none"> who and what can influence people how the choices people make reflect their relationships with others how individuals attitudes and behaviors can promote healthy relationships 	Key Concepts: causation, change, perspective, Central idea: Groups of people settling in new locations impact the existing population Lines of Inquiry: <ul style="list-style-type: none"> reasons for exploration consequences that developed as a result of settlements with the existing population how the points of view between the indigenous people and explorers differ 	Key Concepts: form, perspective , function Central Idea: People express their personally history, imagination and values through theatrical performance Lines of Inquiry: <ul style="list-style-type: none"> similarities and differences of theatrical performances from around the world different ways of expressing once point of view steps needed to create a theater play 	Key Concepts: function, form, connection, Central idea: Magnetism is an invisible force people use for a variety of purposes. Lines of Inquiry: <ul style="list-style-type: none"> attraction and repulsion of magnets patterns of magnetic fields use of magnets 	Key Concepts: change, connection, function Central idea: People create products and systems of distribution to satisfy the consumer Lines of Inquiry: <ul style="list-style-type: none"> the steps leading to distribution of products and goods how the labor is distributed along the process how the wants and needs of consumers influence production. 	Key Concepts: causation, reflection Central idea: People need to deal with the waste we create to protect our environment Lines of Inquiry: <ul style="list-style-type: none"> the reasons for different types of waste the consequences of insufficient waste management people's role in reusing, reducing and recycling to protect the communities
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Gr. 2 age 7-8	Key Concepts: connection, causation, perspective Central idea: Learning about other people helps develop a consciousness of ones identity An Lines of Inquiry: <ul style="list-style-type: none"> the different components that come together to define ones identity diversity in family 	Key Concepts: function, change, responsibility Central Idea: Communities have changed over time to serve its members Lines of Inquiry: <ul style="list-style-type: none"> the purpose of communities progress in communities over time the roles of different community members how community 	Key Concepts: change, function, causation Central idea: Humans communicate through writing for various purposes Lines of Inquiry: <ul style="list-style-type: none"> how writing has evolved throughout time patterns of writing reasons for writing 	Key Concepts: form, causation, connection Central Idea: Natural forces impact landforms and the people that live there. Lines of Inquiry: <ul style="list-style-type: none"> the physical characteristics of where people live why landforms change how people are affected by natural forces 	Key Concepts: function, connection, responsibility Central Idea: Time can be measured in many different ways and plays a role in our daily lives. Lines of Inquiry: <ul style="list-style-type: none"> connections between different time periods and today how people measure time in different ways different time 	Key Concepts: connection, form, reflection Central Idea: In order to survive living things must adapt to their environment. Lines of Inquiry: <ul style="list-style-type: none"> characteristics of different habitats interdependence of animals and plants in their habitats how people must

	<p>lifestyles</p> <ul style="list-style-type: none"> what impacts our own identity 	<p>members take responsible action</p>			<p>management strategies to help people become responsible learners</p>	<p>behave to protect the balance in nature within habitats</p>
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Gr.1 age 6-7	<p>Key Concepts: connection, function responsibility,</p> <p>Central Idea: There are major factors that must be in balance in order to promote a healthy lifestyle</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> how nutrition, physical activity, rest and hygiene influences people's well-being the role attitude plays in being healthy peoples duty to make responsible choices 	<p>Key Concepts: change, function, connection</p> <p>Central idea: People have developed vehicles and systems to move people and goods from point to point</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> how transportation has changed why we need transportation how different vehicles work 	<p>Key Concepts: form, function, reflection</p> <p>Central Idea: Writing and story telling is a process that requires particular elements in order to make sense to the audience</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> the components of a story how the writing process works the elements of presenting stories how people reflect on their experiences and knowledge when writing and telling stories. 	<p>Key Concepts: causation, change, connection</p> <p>Central Idea: The way the earth moves around the sun affect the amount of light people receive where they live</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> the cause of night and day the cycle of the seasons how light is connected to shadows 	<p>Key Concepts: Responsibility, form, function,</p> <p>Central Idea: In a school people develop relationships and structure to work together</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> the rights and responsibilities of the students the roles of individuals in a school; similarities and differences of schools from around the world 	<p>Key Concepts: connection, change, reflection</p> <p>Central Idea: Aquatic life depends on it's surrounding environment</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> animals and plants as part of the food chain the lifecycle of aquatic animals how people's behavior affects aquatic life
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KG age 5-6	<p>Key Concepts: causation, function, perspective</p> <p>Central idea: People's traditions are reflected in their celebrations</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> roots and reasons for different celebrations components of celebrations play different roles how the same tradition can be celebrated in different ways 	<p>Key Concepts: form, change, function</p> <p>Central idea: Throughout history people have changed their homes according to their needs and abilities</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> why we need a home similarities and differences of homes adaptation of homes to the needs of the people how new abilities and inventions influence the way homes are build 	<p>Key Concepts: connection, perspective</p> <p>Central idea: People use the visual arts to express their feelings and ideas</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> how colors and shapes relate to feelings and ideas how techniques play a role in the artists work how people interpret art differently 	<p>Key Concepts: form, change, function</p> <p>Central idea: People change natural resources in order to use them for their purposes.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> what different objects are made of the process of changing natural recourses into materials how to make useful items 	<p>Key Concepts: causation, connection, responsibility</p> <p>Central idea: Journeys people take require organization</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> reasons for different kinds of journeys the network needed for travel what people need to plan and do before traveling 	<p>Key Concepts: change, function, reflection</p> <p>Central Idea: Many people care for gardens to help animals and plants grow and develop</p> <p>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

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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 • why we need a family • activities families do together 		<p>Key Concepts: form, function</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 of dramatic performances • different ways of reenacting stories • different ways to express emotions 	<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, Central idea: Community members have responsibilities that affect each other.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • the many different jobs in every community • the importance of each job in a community • the students responsibility in their home and school community 	
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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"> • Self and others • similarities and differences of the classroom community members • roles and responsibilities in the classroom • ways that facilitate positive interaction 		<p>Key Concepts: function, 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"> • what music is • how people create music • how music effects people 	<p>Key Concepts: form, connection</p> <p>Key Concepts: function, connection,</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"> • ways to use the 5 senses • discoveries with the five senses • the effects the senses on us 		<p>Key Concepts: responsibility, connection</p> <p>Central idea: Pets need to be cared for</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • the needs of a pet • responsibility when living with a pet • seasons for keeping a pet