

## Programme of Inquiry - Kindergarten - 2019/2020

Unit 1	Unit 2	Unit 3	Unit 4
<b>WHO WE ARE**</b>	<b>HOW THE WORLD WORKS</b>	<b>WHERE WE ARE IN PLACE AND TIME</b>	<b>HOW WE EXPRESS OURSELVES</b>
8/12 - 10/11 (9 weeks)	10/16 - 12/20 (9 weeks)	1/7 - 3/13 (9 weeks)	3/17 - 5/22 (9 weeks)
<b>Descriptor:</b> What it means to be human	<b>Descriptor:</b> The natural world and its laws.	<b>Descriptor:</b> Orientation in place and time.	<b>Descriptor:</b> The ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values.
<p><b>Content:</b> <u>W+W:</u> Module 1 “The Five Senses”- Notice/Wonder; conversation skills; support answers with evidence; letters of alphabet; rhyme; rhythm; prepositions; “Le Gourmet” by Picasso; “Flower Day” by Diego Rivera; Bojangles Step Dance;</p> <p><u>Math:</u> Module 1-Numbers to 10; Module 2- 2D and 3D shapes</p> <p><u>Science:</u> Attributes (same / different) Five Senses Rocks/ Soil Living/ Nonliving</p> <p><u>Social Studies:</u> character traits Rules and routines</p>	<p><b>Content:</b> <u>W+W:</u> Module 2 “Once Upon A Farm”- Learn real life through books; use imagination; farm animals; animal behavior; story elements; complete sentences; represent learning in written and picture form; seasons; alphabet, cont.; prepositional phrases; seasonal adjectives; opposites; support answers with evidence; “The Cornell Farm” by Edward Hicks; “The Seasons Song”; “American Gothic” by Grant Wood; “Morning is Come” round song;</p> <p><u>Math:</u> Module 4- Number pairs, Add/ Sub to 10</p> <p><u>Science:</u> Animals Plants Day/ Night Seasons</p> <p><u>Social Studies:</u> Wants and Needs Economics</p>	<p><b>Content:</b> <u>W+W:</u> Module 3 “America, Then &amp; Now”- Informational books teach us about real-life; main idea/detail; then and now; life at home and life at school in America and their changes over time; changes to modes of transportation/ communication; inventions make life easier; role of author/illustrator; adjectives and opposites; verbs; use body movement to act out capitalization; “You’re a Grand Old Flag”; flag photographs; “Washington Crossing the Delaware”; “This Land is Your Land”</p> <p><u>Math:</u> Finish Module 4- Number pairs, addition/subtraction to 10; Module 5- Add/ Sub., Teen Numbers, Numbers to 20, Place Value</p> <p><u>Science:</u> Sink/ Float</p> <p><u>Social Studies:</u> American Symbols Then and now Community Helpers</p>	<p><b>Content:</b> <u>W+W:</u> Module 4 “The Continents”- diversity; continents; maps and photographs; stories and art forms can transport us to another place; reflection; support opinions; prepositions; “Earth from Space” photograph; “Flowers Contend in Beauty” Chinese dance; music of Burkina Faso;</p> <p><u>Math:</u> Finish Mod. 5 Module 5- Add/ Sub., Teen Numbers, Numbers to 20, Place Value; Module 3- Measurement</p> <p><u>Science:</u> Motion and gravity</p> <p><u>Social Studies:</u> Maps and Globes Culture/ Diversity</p>
<b>Concepts (Related Concepts)</b> Form (Living/Non-Living, Classification, Attributes) Function (Interaction, Structure) Responsibility (Structure, Behavior)	<b>Concepts (Related Concepts)</b> Causation (classification) Change (cycles, representation) Connection (classification, connection, representation)	<b>Concepts (Related Concepts)</b> Change (discovery, transformation) Connection (citizenship, organization, symbols)	<b>Concepts (Related Concepts)</b> Connection (geography / measurement) Responsibility (equality) Perspective (location / culture)
<b>Learner Profile</b> Principled / Communicators / Caring	<b>Learner Profile</b> Inquirers / Reflective	<b>Learner Profile</b> Knowledgeable / Risk-taker / Balanced	<b>Learner Profile</b> Inquirer, Open-Minded, Reflective
<b>Central Idea</b> Senses help us learn about the world.	<b>Central Idea</b> Classification helps us understand the world.	<b>Central Idea</b> Things change over time.	<b>Central Idea</b> Our world is diverse.
<b>Summative Assessment</b> <i>Display through picture how senses help you learn about the world around you. (Name senses and what part of the the body uses it)</i>	<b>Summative Assessment</b> Sort animals OR plants OR day/night OR seasons OR wants/needs.	<b>Summative Assessment</b> Illustrate how something changes over time (baby to kid, timeline, phones, flowers, life cycles, seasons)	<b>Summative Assessment</b> Students will complete a venn diagram that shows how their culture is different from another culture we have learned about (face cut-out, on the side draw pictures about animals, food, things to do)