

Kinder Prep (4K) Program of Inquiry

<p style="text-align: center;">Who We Are</p> <p style="text-align: center;"><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></p>	<p style="text-align: center;">How we express ourselves</p> <p style="text-align: center;"><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></p>	<p style="text-align: center;">How the world works</p> <p style="text-align: center;"><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></p>	<p style="text-align: center;">How we organize ourselves</p> <p style="text-align: center;"><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></p>
<p>Central idea: Self awareness strengthens a sense of belonging</p>	<p>Central idea: Expression impacts relationships</p>	<p>Central idea: Discoveries enhance senses</p>	<p>Central idea: Structures influence communities</p>
<p>Key Concepts: Form Perspective Connection</p>	<p>Key Concepts: Perspective Function Form</p>	<p>Key Concepts: Causation Change Form</p>	<p>Key Concepts: Responsibility Form Function</p>
<p>Related concepts: Relationships Community Self awareness</p>	<p>Related concepts: Feelings Relationship Expression</p>	<p>Related concepts: Senses Exploration Environment</p>	<p>Related concepts: Community Structure Roles</p>
<p>Lines of Inquiry: What is self awareness? How are communities connected? How might my perspective influence my relationships?</p>	<p>Lines of Inquiry: What are feelings? How could we express feelings? How might emotions affect actions?</p>	<p>Lines of Inquiry: What are the five senses? How do senses help discoveries? Why would I use different senses in different environments?</p>	<p>Lines of Inquiry: What is a structure? How might roles impact communities? How might I improve my community?</p>

Kindergarten Program of Inquiry

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<p>Central idea: Understanding identity helps us learn about how people are the same and different.</p>	<p>Central idea: Cultures are expressed in a variety of ways.</p>	<p>Central idea: Living things manipulate materials in order to make improvements.</p>	<p>Central idea: Living things share the planet.</p>
<p>Key Concepts: Form Function Connection</p>	<p>Key Concepts: Perspective Connection Form</p>	<p>Key Concepts: Form Change Causation</p>	<p>Key Concepts: Perspective Responsibility Causation</p>
<p>Related concepts: Patterns Systems Same, same, different</p>	<p>Related concepts: Expression Influence Symbols</p>	<p>Related concepts: Resources Movement Patterns</p>	<p>Related concepts: Resources Interaction Conservation</p>
<p>Lines of Inquiry: Personal identity: physical, social, personal characteristics People and their responsibilities Similarities and differences of people</p>	<p>Lines of Inquiry: Points of view Categorizing by attributes (physical: color, size, shape) Cultures and celebrations</p>	<p>Lines of Inquiry: Different types of weather Seasons: (Clues/Signs of Fall/Winter/Summer/Rainy/Dry) Patterns (movement/migration/hibernation, plant cycles, seasons)</p>	<p>Lines of Inquiry: Point of view Ecosystems Natural resources Effects of change</p>

First Grade Program of Inquiry

<p>Who We Are <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></p>	<p>Where we are in place and time <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></p>	<p>How we express ourselves <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></p>	<p>How the world works <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></p>	<p>How we organize ourselves <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></p>	<p>Sharing the Planet <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>
<p>Central idea: People make choices.</p>	<p>Central idea: Patterns can guide understanding.</p>	<p>Central idea: Identity influences expression.</p>	<p>Central idea: Living things depend on resources.</p>	<p>Central idea: Citizens may make decisions to generate change.</p>	<p>Central idea: Development changes communities.</p>
<p>Key Concepts: Responsibility Perspective Causation</p>	<p>Key Concepts: Form Change Causation</p>	<p>Key Concepts: Function Connection Perspective</p>	<p>Key Concepts: Form Function Connection</p>	<p>Key Concepts: Function change connection</p>	<p>Key Concepts: Form Responsibility Change</p>
<p>Related concepts: Identity Choices consequences</p>	<p>Related concepts: Pattern Place Time</p>	<p>Related concepts: Identity Expression Innovation</p>	<p>Related concepts: Resources Relationships Organization</p>	<p>Related concepts: Relationships Structure Community</p>	<p>Related concepts: Community Symbols</p>
<p>Lines of Inquiry: What does it mean to be responsible How does identity guide decisions How do actions create consequences</p>	<p>Lines of Inquiry: What is a pattern How do things change over time What causes change in different areas</p>	<p>Lines of Inquiry: From where do innovation come How do we identify with others Why do people express themselves differently</p>	<p>Lines of Inquiry: What are the different rights that living things should have How do we conserve resources How do living things depend on each other</p>	<p>Lines of Inquiry: What is the function of different roles What creates change in a community How citizens generate change</p>	<p>Lines of Inquiry: What are different kinds of communities How are symbols used to understand the world How have communities changed over time</p>

2nd Grade Program of Inquiry

Who We Are <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>	Where we are in place and time <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>	How we express ourselves <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>	How the world works <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>	How we organize ourselves <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>	Sharing the Planet <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>
Central idea: History and Health shape identity.	Central idea: Location and resources bring about movement	Central idea: Feelings and expressions are enhanced by culture.	Central idea: Human advancements impact everyday life.	Central idea: Communities adapt to meet the needs of their population.	Central idea: Resources determine opportunities.
Key Concepts: Form Causation Responsibility	Key Concepts: Form Causation Change	Key Concepts: Perspective Connection Function	Key Concepts: Function Causation Responsibility	Key Concepts: Function Form Change	Key Concepts: Change Responsibility Form
Related concepts: Culture Nationality	Related concepts: Landforms Movement Homes	Related concepts: Addition and Subtraction Strategies ZONES Folktales	Related concepts: Impact Community environment Claim	Related concepts: Markets Local landforms Goods and Services Communities Institutions La Crosse History	Related concepts: Equality Modes of transportation Human rights Education
Lines of Inquiry: -My personal history (form) -The choices I make (causation) -My personal story (form) -Taking care of myself (responsibility)	Lines of Inquiry: -The creation of movement (causation) -Accessibility of resources (change) -Geography (form)	Lines of Inquiry: -The connection between our feelings and responses (connection) -How culture influences your perspective (perspective) -Why expressions differ (function)	Lines of Inquiry: -Advances in technology -Advances in science -How advancements impact everyday life	Lines of Inquiry: -Our community -Markets -Local agriculture	Lines of Inquiry: -Resources -Access to resources and opportunities -Barriers to accessing resources and opportunities

3rd Grade Program of Inquiry

Who We Are <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>	Where we are in place and time <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>	How we express ourselves <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>	How the world works <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>	How we organize ourselves <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>	Sharing the Planet <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>
Central idea: Systems and relationships shape communities.	Central idea: A cultural and global perspective develops by comparing our place in the world at this time, to that of other people and places from different times.	Central idea: The ways in which we identify, explore, and solve problems can vary depending on individuals' unique perspectives.	Central idea: Scientific ideas and people have impacted each other throughout time.	Central idea: Reactions, resources, and systems influence one another.	Central idea: Living things are affected by and adapt to the natural world.
Key Concepts: Function, Causation, Connection	Key Concepts: Form, Causation, Responsibility	Key Concepts: Perspective, Responsibility, Form	Key Concepts: Causation, Function, Connection	Key Concepts: Causation, Change, Responsibility	Key Concepts: Causation, Connection, Change
Related concepts: -systems -relationships (interconnectedness) -belonging (identity)	Related concepts: -climate -geography -human habitat -weather -community	Related concepts: -fact vs. opinion -sources -influence -research	Related concepts: -invention -force and motion -scientific process	Related concepts: -systems -resources -dependence	Related concepts: -adaptation -living things -life cycles -competition -resources -inheritance
Lines of Inquiry: -Inquiry into the operation of systems (systems) -Inquiry into identity (belonging) -Inquiry into interactions (relationships)	Lines of Inquiry: -how lifestyles impact others and the world -how weather and climate affect communities -changes over time	Lines of Inquiry: -the research process -the power of influence -significant issues	Lines of Inquiry: -some scientific principles necessary for invention -advancements over time -implications for the future	Lines of Inquiry: - Inquiry into system operation (systems) - Inquiry into chain reactions (dependence) - Inquiry into decision making (resources)	Lines of Inquiry: -adaptations of organisms -advantages and disadvantages of organisms -how organisms grow and change

4th/5th Grade Program of Inquiry (Year 1)

Who We Are (4th) <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>	Where we are in place and time (4th) <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>	How we express ourselves (5th) <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>	How the world works (5th) <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>	How we organize ourselves (4th) <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>	Sharing the Planet (5th) <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>
Central idea: Culture and experiences develop identity and influence actions.	Central idea: Change in the physical world influence and shape modern organizations and structures	Central idea: People recognize beauty	Central idea: People use scientific processes to investigate our questions and interpret results.	Central idea: Humans create systems to organize themselves and solve problems because of geographic, economic and human factors.	Central idea: Our desires affect the world around us.
Key Concepts: Form, Responsibility Perspective	Key Concepts: change, form, causation	Key Concepts: perspective, connection, function	Key Concepts: function, causation, form	Key Concepts: perspective, responsibility, form	Key Concepts: perspective, responsibility, change
Related concepts: Development, identity, culture, tradition	Related concepts: change, movement, patterns, relationships, characteristics, development	Related concepts: Choices, Influence, contributions, cooperation	Related concepts: Experiments, resources, interaction, sustainability	Related concepts: Industries, systems, progress, patterns, growth of systems, waves, government (Interdependence, transformation, environment)	Related concepts: Interaction, cooperation, resources, influence, progression
Lines of Inquiry: -how personal stories develop identity (Elements of a personal story) -cultural diversity and gaining perspectives from others' stories -how experiences, culture and environment influence choices -exploring customs, values, and beliefs and the impact they have on people	Lines of Inquiry: -changes in physical landscapes over time (weather patterns and erosion) -how change affects living systems -movement of populations (transportation) -human systems affect geography (political maps)	Lines of Inquiry: -perspective affects experience -perceptions and interpretation of beauty -communication of beauty through written and visual text	Lines of Inquiry: -processes scientists use to investigate questions -structures and properties of matter -organizing and interpreting data	Lines of Inquiry: -the progression of systems -patterns are used to sort and classify -types of factors	Lines of Inquiry: -the geology of earth -how communities resolve conflicts and respond to environmental issues -how author's shape arguments with evidence

4th/5th Grade Program of Inquiry (Year 2)

Who We Are (5th) <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>	Where we are in place and time(5th) <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>	How we express ourselves (4th) <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>	How the world works (4th) <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>	How we organize ourselves (5th) <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>	Sharing the Planet (4th) <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>
Central idea: Communication develops reputation	Central idea: Movement leads to change	Central idea: Expression affects choices and identity	Central idea: Nature interacts with society	Central idea: Money impacts society.	Central idea: Interactions alter the environment
Key Concepts: responsibility, form, connection	Key Concepts: connection, causation, change	Key Concepts: causation, change, perspective	Key Concepts: connection causation change	Key Concepts: form, change, causation	Key Concepts: responsibility, function, connection
Related concepts: Communication, health, patterns	Related concepts: Discovery, Migration Exploration	Related concepts: Discovery, Expression Identity	Related concepts: Society Interaction Nature	Related concepts: Currency Environment structure	Related concepts: Resources (functions, cycles, patterns, growth), environment
Lines of Inquiry: How do choices affect our health? (responsibility) What are different forms of communication? (form) How would change affect a pattern? (connection)	Lines of Inquiry: Why might organisms migrate? (causation) How does exploration affect populations? (change) How is technology connected to movement? (connection)	Lines of Inquiry: How does your identity change? (Change) How does new information impact decisions? (Causation) How do we express different points of view? (Perspective)	Lines of Inquiry: What is the purpose of a society? (function) How do we view the interactions between nature and society? (perspective) What can be observed in nature? (form)	Lines of Inquiry: -How might environments change? (change) -Why is currency used? (causation) -What are structures? (form)	Lines of Inquiry: -How do systems work? (function) -How do systems interact? (connection) -What actions influence change? (responsibility)

