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| **Wilson Foundation Academy Timeline for Program of Inquiry** | | | | | | | | | | | | | | | |
|  | September | October | | November | December | | January | | February | March | | April | May | | June |
| Kindergarten | How we organize ourselves | |  | | | How we express ourselves | |  | | | How the world works | | | Who we are | |
| Good citizens have responsibilities in school and in the community. | |  | | | Our culture, traditions and beliefs shape who we are. | |  | | | Patterns and cycles help us understand our world. | | | Literature teaches lessons for getting along in groups. | |
| Grade 1 | Who we are | | Where we are in place and time | | | How we express ourselves | | How we organize ourselves | | | Sharing the planet | | | How the world works | |
| Citizens are members of a group that contribute to their local and global communities. | | Families have a past and change over time. | | | Beliefs, customs and traditions help shape the identity and culture of a family and a community. | | The resources we have affect how are wants and needs are fulfilled | | | Living things depend on their habitat to survive | | | The choices we make affect our environment | |
| Grade 2 | Where we are in place and time | | How we express ourselves | | | Who we are | | How the world works | | | How we organize ourselves | | | Sharing the planet | |
| Things change over time. | | Celebrations reflect the beliefs, values, and heritage of culture. | | | Our body is made up of different systems which coordinate and work together | | A variety of things impact the natural world. | | | In a democracy, we organize government to promote civic responsibilities and protect the rights and liberties of all citizens. | | | Our lives are impacted by the communities in which we live. | |
| Grade 3 | How we organize ourselves | | Sharing the planet | | | Where we are in place and time | | How the world works | | | How we express ourselves | | | Who we are | |
| Communities can be located on globes and maps. | | Cultural and geographical differences affect education. | | | Cultures pass down histories through storytelling and traditions. | | Different frogs have unique characteristics at each stage of life that help them to survive in various environments. | | | Characters actions move a story forward. | | | Personal choices affect our body. | |
| Grade 4 | How we express ourselves | | Where we are in place and time | | | Sharing the planet | | Who we are | | | How the world works | | | How we organize ourselves | |
| Communities are necessary for human connection. | | Cycles affect and connect with one another | | | Colonists had day-to-day responsibilities to maintain a community. | | Traits of living things are both inherited and learned. | | | Growth affects the necessity for change | | | Citizens in a democracy have roles and responsibilities. . | |
| Grade 5 | How we express ourselves | | Where we are in place and time | | | Sharing the planet | | Who we are | | | How we organize ourselves | | | How the world works | |
| In response to challenges, communities change how they express themselves. | | Migration affects people’s lives and often limits their access to resources. | | | Our choices can help or harm the natural world within the western hemisphere | | Athletes can break cultural barriers to change and shape society. | | | People with disabilities face unique challenges. | | | Natural disasters impact communities. | |
| Grade 6 | How we organize ourselves | | Where we are in place and time | | | Who we are | | How we express ourselves | | | How the world works | | | Sharing the planet | |
| Woman have struggled globally for independence, to be valued, and within a male dominant culture. | | There are connections between past and present. | | | Change affects our identity and how we navigate through life. | | Trade in African kingdoms influenced cultures, beliefs, and values. | | | Scientific and Technological mass production and effects the world. | | | There is a delicate balance between human needs and the needs of the natural world. | |