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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. |