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|  | Wilson Foundation Academy PYP Program of Inquiry | | | | | |
| **Kindergarten** | **Sharing the planet** | **How we organize ourselves** | **How we express ourselves** | **Who we are** | **How the world works** | **Where we are in place and time** |
| **Central Idea** |  | 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. | Patterns and cycles help us understand the world. |  |
| **Lines of Inquiry** |  | **Responsibilities in school and in the community**  **What it looks like to be a good citizen**  **Why we need to be a good citizen** | **The traditions and beliefs held by different people.**  **How family traditions make us unique.**  **The similarities we have with those around us** | **Stories provide different viewpoints.**  **Stories share similar structure.**  **Stories encourage us to think and understand people.** | **Different types of weather**  **Yearly cycle of seasons**  **How the seasons affect our lives** |  |
| **Key Concepts** |  | Responsibility, Causation, Function | Form, causation | Form, function, perspective | Change, form, function |  |
| **Related Concepts** |  | Citizenship, Community | Culture, traditions, beliefs | Lessons, point of view | Patterns, cycles |  |
| **First Grade** | **Sharing the planet** | **How we organize ourselves** | **How we express ourselves** | **Who we are** | **How the world works** | **Where we are in place and time** |
| **Central Idea** | Living things depend on their habitat to survive. | The resources we have affect how our wants and needs are fulfilled. | Beliefs, customs, and traditions help shape the identity and culture of a family and a community. | Citizens are members of a group that contribute to their local and global communities | The choices we make affect our environment.t | Families have a past and change over time. |
| **Lines of Inquiry** | Desert plants, animals, and climate  Forest plants, animals, and climate    Ocean plants, animals, and climate | The differences between wants and needs as humans.  How wants/needs are fulfilled for ourselves and our community.  What causes people to make economic choices? | Things that influence us.  How our beliefs shape who we are.  The importance of customs to our identity. | What is a citizen and what do they do?  We have responsibilities in school, community, and in our world.  How are we similar and different to other families and cultures of different global communities? | Reducing what we use helps us to eliminate waste.    Reusing and recycling helps us to eliminate waste.    How scientific advances affect our environment. | Family dynamics  How families change  over time.  The different types of documents that relate family histories. |
| **Key Concepts** | Form, change, responsibility | Form, function, causation, responsibility | Change, connection, perspective | Responsibility, connection, perception | Connection, function, causation, change | Form, perspective, change, causation |
| **Related Concepts** | Dependence, survival | Wants, needs, community, choice | Customs, tradition, culture, beliefs | Citizenship | Choice, elimination | Change, relationships |
| **Second Grade** | **Sharing the planet** | **How we organize ourselves** | **How we express ourselves** | **Who we are** | **How the world works** | **Where we are in place and time** |
| **Central Idea** | Our lives are impacted by the communities in which we live. | In a democracy, we organize government to promote civic responsibility and protect the rights and liberties of all citizens. | Celebrations reflect the beliefs, values, and heritage of a culture.  . | Our body is made up of different systems, which coordinate and work together. | A variety of things impact the natural worl.d | Things change vver Time. |
| **Lines of Inquiry** | What makes a community urban, suburban, or rural?  How are communities different and alike?  What are the advantages and disadvantages of living in a community? | How governments provide services and protect people.  Laws to ensure the safety and freedom for all.  Civic responsibility | The characteristics of a culture.  Types of celebrations.  Similarities and differences between celebrations around the world. | Internal and external organs.  Body systems  Taking care of your body | Changes that take place in matter  The water cycle   Human impact on the natural world (technology, global warming/environment | What do families have in common?  Ancestors and family traditions.  How families change over time. |
| **Key Concepts** | Form, causation, responsibility | Causation, responsibility, reflection | Form, function | Form, function, change | Change, function, connection | Connection, change, form |
| **Related Concepts** | Community, advantages, disadvantages, | Safety, freedom, rights, liberties | Celebrations, beliefs | Systems | Cycles, impact | Traditions |
| **Third Grade** | **Sharing the planet** | **How we organize ourselves** | **How we express ourselves** | **Who we are** | **How the world works** | **Where we are in place and time** |
| **Central Idea** | Cultural and geographical differences affect education. | Communities can be located on globes and maps. | Motivations affect actions. | Personal choices affect our body. | Different frogs have unique characteristics at each stage of life that help them to survive in various environments. | Cultures pass on traditions through storytelling and traditions. |
| **Lines of Inquiry** | Different perspectives lead to different educational ideals.    Geographic factors affect how we access information    Different educational opportunities change learning outcomes | Where our community fits on a map.  Maps contain geographical information  How geography impacts communities | The motivations behind characters’ actions in literature.  How characters respond to key events and challenges.  Motivations of people in history. | How food choices affect people’s health.  The healthy food plate and food nutrients.   How exercise affects our health.   How to keep unhealthy germs from entering your body. | How frogs adapt to their environment to survive.  The characteristics of different types of frogs.  The unique life cycles of different frogs. | Passing on information through storytelling  Carrying on traditions through generations |
| **Key Concepts** | Perspective, form, causation | Connection, perspective, function | Perspective, reflection, causation | Connection, causation, connection | Function, form, change | Form, change, causation |
| **Related Concepts** | Opportunities, differences | Communities, impact, location | Motivation, challenges | Choice, health | Survival, life cycle, characteristics | Tradition, culture, generation |
| **Fourth Grade** | **Sharing the planet** | **How we organize ourselves** | **How we express ourselves** | **Who we are** | **How the world works** | **Where we are in place and time** |
| **Central Idea** | Colonists had day-to-day responsibilities to maintain a community. | Citizens in a democracy have rights and responsibilities. | .Communities are necessary for human connection. | Traits of living things are both inherited and acquired or learned. | Growth affects the necessity for change. | Cycles affect and connect with one another. |
| **Lines of Inquiry** | The different trades of colonists.   How trades sustained their community.  The impact of growth on the community. | How the US Government is organized.  The rights of citizens in a democracy.  The responsibilities of citizens in a democracy. | Understanding a culture comes from studying stories, oral traditions, and symbols  Communities transcend time.  How our classroom is a community. | Traits are inherited.  Learned behaviors are a result of interactions with the environment.  Traits are transferred to offspring during reproduction. | The importance of the Erie Canal.  Immigrants’ role in the building of the Erie Canal.  The simple machines used when forming the Erie Canal. | How Earth’s movement and cycles cause changes in our environment.  How the water cycle affects weather patterns on Earth.  How the moon changes as it moves around the Earth to complete a cycle. |
| **Key Concepts** | Form, function, change, responsibility | Function, form, responsibility | Perspective, change, connection | Form, connection, function | Causation, function, form, change | Connection, causation, change |
| **Related Concepts** | growth, trade | Democracy, citizenship, rites | Culture, tradition, symbols, community | Traits, behaviors, reproduction | Growth, immigration, formation | Cycles, patterns |
| **Fifth Grade** | **Sharing the planet** | **How we organize ourselves** | **How we express ourselves** | **Who we are** | **How the world works** | **Where we are in place and time** |
| **Central Idea** | Our choices can help or harm the natural world within the western hemisphere | People with disabilities face unique challenges. | In response to challenges, communities change how they express themselves.  . | Athletes can break cultural barriers to change and shape society. | Natural disasters affect communities. | Migration affects people’s lives and often limits their access to resources. |
| **Lines of Inquiry** | How humans and the natural world affect one another.  The origins and usage of energy sources  My responsibility to the natural world within the Western Hemisphere | Different types of disabilities.  The rights of people with disabilities under the ADA.  How people with disabilities experience the world.  How life has changed for people with disabilities since the ADA. | What motivates groups to act as they do?  How can we understand other people’s point of view and have them understand ours?  How can the use of language influence people?  How are rights and responsibilities connected? | How racism affects sports.  How individuals change and shape society.  How to identify racial barriers in various aspects of society. | Different kinds of natural disasters and their causes.  The red cross and humanitarian organizations. | People immigrate and migrate for different reasons.  Migration does not always make people’s lives better.  The availability for migrant and immigrant families to obtain resources. |
| **Key Concepts** | Function, connection | Function, connection, change | Causation, perspective, responsibility, connection | Function, change, connection | Causation, responsibility. Perspective | Form, causation, connection |
| **Related Concepts** | Responsibility, energy | Challenges, rights | Motivation, point of view, challenges, expression | Racism, barriers | Natural disaster, humanitarianism. | Immigration, migration, resources |
| **Sixth Grade** | **Sharing the planet** | **How we organize ourselves** | **How we express ourselves** | **Who we are** | **How the world works** | **Where we are in place and time** |
| **Central Idea** | There is a delicate balance between human needs and the needs of the natural world**.** | Women have struggled globally for independence, to be valued, and have equal rights within a male dominant culture. | Trade in African Kingdoms influenced global cultures, beliefs, and values. | Change affects our identity and how we navigate through life. | Scientific and technological mass production had positive and negative effects on the world. | There are connections between the past and present. |
| **Lines of Inquiry** | Different perspectives lead to different outcomes.  Human actions affect the natural world.  The benefits and risks of pesticides.  Human responsibility to the natural world. | Are Women's rights are different from men’s rights?    The 19th Amendment stipulates that women have equality.  Barriers can be broken in various aspects of society for women. | The rise of African Civilization.  African Government and religion.  African society and culture. | The impact historical events have on society.  How time, place, and technology influence individuals’ values, development, appreciation and identity.  How technology affects how we navigate individual experiences. | Trade and technology led to a new era of exploration and worldwide exchange.  Scientific revolution led to new discoveries.  Technology has changed over time. | How do social/cultural/political/economic systems influence a hero?  The lessons can we learn from Greek Mythology.  How culture around the world influenced Americans?  The characteristics that make someone a hero. |
| **Key Concepts** | Perspective, responsibility, causation, connection | Causation, responsibility, change | Connection, form, perspective, change, function | Change, Causation  Connections, Perspective | Change, connection, function | Connection, responsibility |
| **Related Concepts** | Balance, needs | Woman’s rights | Civilizations, society, culture | Identity | Discovery, exchange | Heroes, cultural influences |