

Wildwood World Magnet School
PROGRAM OF INQUIRY Grade K

	Who We Are An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.	Where we Are in time and place An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.	How We Express Ourselves An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.	How the World Works An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.	How We Organize Ourselves An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact, both personal and global.	Sharing the Planet An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.
Grade K	<p><u>Central Idea:</u> A personal identity & a positive self-image are important</p> <p><u>Key Concepts</u> *Connection *Perspective *function *<u>Lines of inquiry</u> *Appreciating our differences *How families help us form our self-image *what makes us unique</p> <p>Sept-Oct.</p>	<p><u>Central Idea:</u> Some indigenous people and explorers/newcomers have found ways to cooperate in order to survive</p> <p><u>Key concepts</u> *Perspective *Function *Connection <u>Lines of Inquiry</u> *How indigenous people help explorers *How indigenous people help explorers adapt to the land *How explorers/newcomers influence indigenous people *Similarities & differences between the explorers/newcomers and indigenous culture and our culture today</p> <p>Oct-Nov</p>	<p><u>Central Idea:</u> Children recognize and appreciate the unique nature and shared values of how people celebrate</p> <p><u>Key Concepts</u> *Function *Perspective *Reflection <u>Lines of inquiry</u> *Ways we can celebrate *Ways in which we communicate through celebration *How celebrations are expressed throughout the world</p> <p>Nov-Dec.</p>	<p><u>Central Idea:</u> The ocean is a vital resource and protecting it plays a key role in sustaining our environment</p> <p><u>Key concepts</u> *responsibility *connection *Function <u>Related concepts</u> *Initiative *relationship *behavior <u>Lines of inquiry</u> *Oceans and what lives inside them *Ways people impact the marine environment *Ways to appreciate and preserve our oceans</p> <p>Jan.Feb.</p>	<p><u>Central Idea:</u> Community helpers are created to meet people's needs</p> <p><u>Key concepts</u> *Connection *Function *Responsibility <u>Lines of Inquiry</u> *Ways people help the community *Jobs that are within the community *Organizations that help us</p> <p>March-April</p>	<p><u>Central Idea</u> Conserving the earth's resources will benefit its inhabitants</p> <p><u>Key concepts</u> *Causation *Form *Responsibility <u>Related concepts</u> *consequences *form *responsibility <u>Lines of Inquiry</u> *Ways we can help keep the earth clean * Individual contributions will benefit our planet *How resources from the earth help all living things</p> <p>May-June</p>



Wildwood World Magnet School
PROGRAM OF INQUIRY Grade 1

	Who We Are An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.	Where we Are in time and place An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.	How We Express Ourselves An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.	How the World Works An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.	How We Organize Ourselves An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact, both personal and global.	Sharing the Planet An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.
Grade 1	<p><u>Central Idea</u> Healthy habits protect our bodies <u>Key Concepts:</u> Responsibility, Causation, function Related concept: habits, patterns, interconnectedness <u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> *Good dental habits * Ways to protect ourselves and others from bad germs * Making healthy life choices, such as the importance of exercise and healthy foods. <p style="text-align: right;">Nov-Dec.</p>	<p><u>Central Idea:</u> Human's curiosity and need to know more about the world has motivated people to explore the unknown <u>Key concepts</u> Form, Connection, Causation Related concepts: innovation, inspiration, imagination, <u>Lines of Inquiry</u></p> <ul style="list-style-type: none"> * Types of discoveries people have made *Motivation for human exploration * Results of human exploration <p style="text-align: right;">May-June</p>	<p><u>Central Idea</u> People tell stories in a variety of ways to explore feelings, explain their world and entertain <u>Key Concepts</u> Form, connection, perspective <u>Related concepts:</u> non verbal communication, oral traditions <u>Lines of Inquiry</u> *Different types and purposes of stories *Differences and similarities about stories from other countries *How stories make us feel</p> <p style="text-align: right;">Jan. Feb.</p>	<p><u>Central Idea:</u> Simple machines are used to make home, school and leisure activities easier <u>Key Concepts</u> form, function, causation <u>Related concepts:</u> properties, structure, pattern <u>Lines of Inquiry</u></p> <ul style="list-style-type: none"> *Simple machines and how they work. *Ways that simple machines make everyday tasks and activities easier at home *Ways that simple machines make everyday tasks and activities easier at school <p style="text-align: right;">Oct. -Nov</p>	<p><u>Central Idea:</u> Time is an important tool to help us. <u>Key concepts</u> Responsibility, function, perspective <u>Related concepts:</u> interconnectedness, patterns <u>Lines of inquiry</u></p> <ul style="list-style-type: none"> *How organizing our time can help us and others *How Time is organized into "chunks" *Estimating how long things take <p style="text-align: right;">Sept-Oct.</p>	<p><u>Central Idea</u> Plants are Essential to life and have specific requirements for survival. <u>Key concepts</u> Function, Change, connection <u>Lines of inquiry</u></p> <ul style="list-style-type: none"> *The things seeds need to grow *The life cycle of a plant (change) *How plants help people and our planet <p style="text-align: right;">March-April</p>

Wildwood World Magnet School
PROGRAM OF INQUIRY grade 2

	How We Express Ourselves	How We Organize Ourselves	Who We Are	How the World Works	Where we Are in time and place	Sharing the Planet
	An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.	An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact, both personal and global.	An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human	An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.	An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.	An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.
Grade 2	<p><u>Central Idea:</u> People experience many types of feelings which can be expressed in a variety of ways</p> <p><u>Key Concepts</u> *Reflection *Connection *Causation related concepts: empathy, self-awareness, non-verbal communication</p> <p><u>Lines of inquiry</u> *Acceptable ways to express human emotions *Self-awareness *How others share their feelings</p> <p>Sept-Oct.</p>	<p><u>Central Idea:</u> People have developed systems of symbols to communicate and organize information</p> <p><u>Key concepts</u> *Function *Connection *Responsibility</p> <p><u>Lines of Inquiry</u> *How symbols represent ideas *Why and how we use symbols *Universal symbols and why they are important to know *Why we need to understand and respect symbols</p> <p>Oct.-Nov.</p>	<p><u>Central Idea:</u> Family traditions and culture influence who we are</p> <p><u>Key Concepts</u> *Function *Connection *Perspective</p> <p><u>Related Concepts</u> *Culture *traditions *origins</p> <p><u>Lines of inquiry</u> *Who we are and ho w we are alike and different *Family life, traditions, and origins *Why we need to understand and embrace different cultures and traditions</p> <p>Dec. -Jan.</p>	<p><u>Central Idea:</u> Weather conditions and how they affect our lives</p> <p><u>Key concepts</u> *Causation *Connection *Function</p> <p><u>Lines of inquiry</u> *How weather is affected by the water cycle *The connection between the seasons and weather *How weather conditions at home and around the world affects people's lives</p> <p>Jan. -Feb.</p>	<p><u>Central Idea:</u> Changes over time in communication transportation, and recreation help improve lives</p> <p><u>Key concepts</u> *Connection *Form *Causation</p> <p><u>Related concepts:</u> imagination, change</p> <p><u>Lines of Inquiry</u> *Ways that technology has changed the way we communicate *How changes in technology has made transportation easier and more accessible *Ways that technology has changed recreation</p> <p>March-April</p>	<p><u>Central Idea</u> People and animals help each other in many ways</p> <p><u>Key concepts</u> *Connection *Responsibility *Function</p> <p><u>Lines of Inquiry</u> *Needs that animals and people share *Why people have a responsibility to protect and care for animals *How animals help people</p> <p>May-June</p>

PROGRAM OF INQUIRY

Grade 3

<p align="center">Who We Are</p> <p>An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</p>	<p align="center">Where we Are in time and place</p> <p>An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.</p>	<p align="center">How We Express Ourselves</p> <p>An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.</p>	<p align="center">How the World Works</p> <p>An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.</p>	<p align="center">How We Organize Ourselves</p> <p>An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact, both personal and global.</p>	<p align="center">Sharing the Planet</p> <p>An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.</p>
<p>"Friendships" <u>Central Idea:</u> Friendships enrich our lives and require nurturing in order to develop <u>Key concepts</u> *Connection *Perspective *Function <u>Related concepts</u> *Trustworthiness *Responsibility <u>Lines of Inquiry</u> *Why friends are wanted *Ways to nurture friendship *Ways to resolve conflict</p> <p>Sept.Oct.</p>	<p>"Leadership" <u>Central Idea:</u> People contribute to society in many ways <u>Key concepts</u> *Function *Responsibility *Communication <u>Lines of Inquiry</u> *Inventors and leaders share their knowledge with others *Learning how to be effective in making lives better for others *How leaders share ideas</p> <p>Nov. -Dec.</p>	<p><u>Central Idea:</u> Art is an expression of human thought and feelings and is open to interpretation <u>Key concepts</u> *Form *Causation *Perspective <u>Lines of inquiry</u> *Identifying the styles of various artists *Ways that artist's personal lives influence their work *Ways that art can be interpreted by different viewers</p> <p>May-June</p>	<p><u>Central Idea:</u> Everything around us is matter and has different properties <u>Key concepts</u> *Form *Function *Change <u>Related concepts:</u> Changes of state <u>Lines of Inquiry</u> *The properties of matter *How the world is made up of matter *How can we change one state of matter to another</p> <p>March-April</p>	<p><u>Central Idea:</u> Citizens are contributing members of an effective community <u>Key Concepts</u> *Connection *Function, *Responsibility <u>Related concepts:</u> Resources, Consumerism <u>Lines of Inquiry</u> *Citizenship in home, school, national, and global communities *People and organizations that provide community resources *Becoming a participating citizen</p> <p>Oct. -Nov.</p>	<p><u>Central Idea:</u> There are extreme forces that change the Earth's physical features and the life it supports. <u>Key concepts:</u> *Form *Function, *Causation, *Change, *Reflection <u>Lines of inquiry:</u> * Components of the earth * How forces change the earth *How living things are affected by these changes</p> <p>Jan. -Feb.</p>

Wildwood World Magnet School
PROGRAM OF INQUIRY grade 4

	Who We Are An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.	Where we Are in time and place An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.	How We Express Ourselves An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.	How the World Works An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.	How We Organize Ourselves An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact, both personal and global.	Sharing the Planet An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.
Grade 4	<p><u>Central Idea:</u> When people understand their body systems, they're able to make responsible choices for their personal health and well being</p> <p><u>Key Concepts</u> *Responsibility *Function *Perspective *Connection <u>Lines of inquiry</u> *Understanding various systems of the human body *Choices fostering good physical and emotional health *How these systems work together *Strategies for improving or maintaining health Sept-Oct.</p>	<p><u>Central Idea:</u> Peoples perspective of heroism is often influenced by their environment</p> <p><u>Key concepts</u> *Perspective *Connection *Change <u>Lines of Inquiry</u> *What makes a hero *How individual beliefs/culture influence our choice of heroes and heroines *How time and situations change our choice of heroes and heroines Nov-Dec</p>	<p><u>Central Idea:</u> Advertising and mass media influence how we think and the choices we make</p> <p><u>Key Concepts</u> *Function *change *Responsibility <u>Related Concepts</u> *Communication *Growth *Values <u>Lines of inquiry</u> *The purpose of advertising *The types, styles, and locations of advertisements *The power of visual communications May-June</p>	<p><u>Central Idea:</u> People invent to solve problems and to improve the quality of life.</p> <p><u>Key concepts</u> *Causation *Connection *Responsibility <u>Related concepts</u> *Impact *Interdependence *Initiative <u>Lines of inquiry</u> *Circumstances that lead to the development of important inventions and their impact. *The impact of inventions on society. *How patents are made. March-April</p>	<p><u>Central Idea:</u> Understanding the value of money can lead to good financial management</p> <p><u>Key concepts</u> *Change *Perspective *Responsibility <u>Lines of Inquiry</u> *How forms of exchange have evolved over time around the world *The importance of having an income *Spending and saving wisely *Earning an income Oct-Nov.</p>	<p><u>Central Idea</u> Water is essential to life, and is a limited resource for many people</p> <p><u>Key concepts</u> *Connection *Function *Responsibility <u>Related concepts</u> *Properties *roles *Initiative <u>Lines of Inquiry</u> *Where our water comes from *Ways we use water, how much water we use, and what happens after we have used it. *The distribution and availability of usable water *Our responsibility for water conservation. Jan. -Feb.</p>

Wildwood World Magnet School
PROGRAM OF INQUIRY
Grade 5

	Who We Are An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.	Where we Are in time and place An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.	How We Express Ourselves An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.	How the World Works An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.	How We Organize Ourselves An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact, both personal and global.	Sharing the Planet An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.
Grade 5	<p><u>Central Idea:</u> Knowledge of our heritage provides insight into our culture and family and how we relate to others</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> * Form *Perspective *Change *Connection <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> *One's own heritage *Cultural traditions within our families *Generational differences within a family *Similarities and differences between other cultures and our own <p>Nov-Dec.</p>	<p><u>Central Idea:</u> Various factors bring people to different places which affects themselves and the indigenous population</p> <p><u>Key concepts</u></p> <ul style="list-style-type: none"> *Causation *Function *Reflection <p><u>Related concepts</u></p> <ul style="list-style-type: none"> *Consequences *Discovery *Geography <p><u>Lines of Inquiry</u></p> <ul style="list-style-type: none"> *Political, social and economic reasons for moving *Where and why people move *The impact on people who move and on the indigenous population <p>May-June</p>	<p><u>Central Idea:</u> Human beings express themselves through the arts</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> *Form *Connection *Perspective <p><u>Related concepts:</u></p> <ul style="list-style-type: none"> *Patterns <p><u>Lines of Inquiry</u></p> <ul style="list-style-type: none"> *Forms of poetry *Dance and music around the world *How different art forms follow common patterns *Visual arts as an expression of ourselves <p>Jan-Feb.</p>	<p><u>Central Idea:</u></p> <p>The Earth and its atmosphere are surrounded by space and is part of a complex universe.</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> *Form *Connection *Change *Responsibility <p><u>Lines of Inquiry</u></p> <ul style="list-style-type: none"> * The characteristics of planets, moons, stars, solar systems and galaxies * The position of the planets in our solar system *Space exploration *The impact of space technology on the world <p>Oct. -Nov</p>	<p><u>Central Idea:</u></p> <p>The classroom is a community in which cooperation and competition motivates us to reach our goals</p> <p><u>Key concepts</u></p> <ul style="list-style-type: none"> *Connection *Perspective *Responsibility *Causation <p><u>Lines of inquiry</u></p> <ul style="list-style-type: none"> *How we can make our classroom works as an effective community *How cooperation and competition can help us reach our goals *How governments use cooperation and competition to achieve common goals <p>Sept-Oct.</p>	<p><u>Central Idea</u> All living and non-living things in an ecosystem are interdependent on one another</p> <p><u>Key concepts</u></p> <ul style="list-style-type: none"> *Form *Causation *Change <p><u>Lines of inquiry</u></p> <ul style="list-style-type: none"> *Components of an ecosystem *Interactions between living and non-living organisms in an ecosystems *Impact of human choices on ecosystems <p>March-April</p>