

Wildwood World Magnet School  
PROGRAM OF INQUIRY Grade K

	<b>Who We Are</b> 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.	<b>Where we Are in time and place</b> 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.	<b>How We Express Ourselves</b> An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.	<b>How the World Works</b> An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.	<b>How We Organize Ourselves</b> 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.	<b>Sharing the Planet</b> 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 &amp; 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><b>Sept-Oct.</b></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 &amp; differences between the explorers/newcomers and indigenous culture and our culture today</p> <p><b>Oct-Nov</b></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><b>Nov-Dec.</b></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><b>Jan.Feb.</b></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><b>March-April</b></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><b>May-June</b></p>



Wildwood World Magnet School  
PROGRAM OF INQUIRY Grade 1

	<b>Who We Are</b> 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.	<b>Where we Are in time and place</b> 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.	<b>How We Express Ourselves</b> An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.	<b>How the World Works</b> An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.	<b>How We Organize Ourselves</b> 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.	<b>Sharing the Planet</b> 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"> <li>*Good dental habits</li> <li>* Ways to protect ourselves and others from bad germs</li> <li>* Making healthy life choices, such as the importance of exercise and healthy foods.</li> </ul> <p style="text-align: right;"><b>Nov-Dec.</b></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"> <li>* Types of discoveries people have made</li> <li>*Motivation for human exploration</li> <li>* Results of human exploration</li> </ul> <p style="text-align: right;"><b>May-June</b></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;"><b>Jan. Feb.</b></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"> <li>*Simple machines and how they work.</li> <li>*Ways that simple machines make everyday tasks and activities easier at home</li> <li>*Ways that simple machines make everyday tasks and activities easier at school</li> </ul> <p style="text-align: right;"><b>Oct. -Nov</b></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"> <li>*How organizing our time can help us and others</li> <li>*How Time is organized into "chunks"</li> <li>*Estimating how long things take</li> </ul> <p style="text-align: right;"><b>Sept-Oct.</b></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"> <li>*The things seeds need to grow</li> <li>*The life cycle of a plant (change)</li> <li>*How plants help people and our planet</li> </ul> <p style="text-align: right;"><b>March-April</b></p>

Wildwood World Magnet School  
PROGRAM OF INQUIRY grade 2

	<b>How We Express Ourselves</b>	<b>How We Organize Ourselves</b>	<b>Who We Are</b>	<b>How the World Works</b>	<b>Where we Are in time and place</b>	<b>Sharing the Planet</b>
	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 how 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"><b>Who We Are</b></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"><b>Where we Are in time and place</b></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"><b>How We Express Ourselves</b></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"><b>How the World Works</b></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"><b>How We Organize Ourselves</b></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"><b>Sharing the Planet</b></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><b>Sept. Oct.</b></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><b>Nov. -Dec.</b></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</p> <p><u>Lines of inquiry</u> *Identifying the styles of various artists</p> <p>*Ways that artist's personal lives influence their work</p> <p>*Ways that art can be interpreted by different viewers</p> <p><b>May-June</b></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><b>March-April</b></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><b>Oct. -Nov.</b></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><b>Jan. -Feb.</b></p>

Wildwood World Magnet School  
PROGRAM OF INQUIRY grade 4

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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

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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"> <li>* Form</li> <li>*Perspective</li> <li>*Change</li> <li>*Connection</li> </ul> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> <li>*One's own heritage</li> <li>*Cultural traditions within our families</li> <li>*Generational differences within a family</li> <li>*Similarities and differences between other cultures and our own</li> </ul> <p><b>Nov-Dec.</b></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"> <li>*Causation</li> <li>*Function</li> <li>*Reflection</li> </ul> <p><u>Related concepts</u></p> <ul style="list-style-type: none"> <li>*Consequences</li> <li>*Discovery</li> <li>*Geography</li> </ul> <p><u>Lines of Inquiry</u></p> <ul style="list-style-type: none"> <li>*Political, social and economic reasons for moving</li> <li>*Where and why people move</li> <li>*The impact on people who move and on the indigenous population</li> </ul> <p><b>May-June</b></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"> <li>*Form</li> <li>*Connection</li> <li>*Perspective</li> </ul> <p><u>Related concepts:</u></p> <ul style="list-style-type: none"> <li>*Patterns</li> </ul> <p><u>Lines of Inquiry</u></p> <ul style="list-style-type: none"> <li>*Forms of poetry</li> <li>*Dance and music around the world</li> <li>*How different art forms follow common patterns</li> <li>*Visual arts as an expression of ourselves</li> </ul> <p><b>Jan-Feb.</b></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"> <li>*Form</li> <li>*Connection</li> <li>*Change</li> <li>*Responsibility</li> </ul> <p><u>Lines of Inquiry</u></p> <ul style="list-style-type: none"> <li>* The characteristics of planets, moons, stars, solar systems and galaxies</li> <li>* The position of the planets in our solar system</li> <li>*Space exploration</li> <li>*The impact of space technology on the world</li> </ul> <p><b>Oct. -Nov</b></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"> <li>*Connection</li> <li>*Perspective</li> <li>*Responsibility</li> <li>*Causation</li> </ul> <p><u>Lines of inquiry</u></p> <ul style="list-style-type: none"> <li>*How we can make our classroom works as an effective community</li> <li>*How cooperation and competition can help us reach our goals</li> <li>*How governments use cooperation and competition to achieve common goals</li> </ul> <p><b>Sept-Oct.</b></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"> <li>*Form</li> <li>*Causation</li> <li>*Change</li> </ul> <p><u>Lines of inquiry</u></p> <ul style="list-style-type: none"> <li>*Components of an ecosystem</li> <li>*Interactions between living and non-living organisms in an ecosystems</li> <li>*Impact of human choices on ecosystems</li> </ul> <p><b>March-April</b></p>