

Programme of Inquiry 2019-2020

Lincoln Community School

ECC (Pre-K & Kindergarten)

	Who we are (1)	Where we are in place and time	How we express ourselves (2)	How the world work (3)	How we organize ourselves	Sharing the planet (4)
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	Who we are determines what we celebrate.		Signs and symbols allow communication between and across cultures.	Materials create products that people can use.		Living things depend on plants for survival.
Lines of inquiry	<ul style="list-style-type: none"> types of celebrations how and why people celebrate similarities and differences between celebrations 		<ul style="list-style-type: none"> signs and symbols around us using signs and symbols to communicate the meaning of signs and symbols 	<ul style="list-style-type: none"> types of materials uses of materials how people cooperate to make systems work 		<ul style="list-style-type: none"> the structure of plants caring for plant life how plants are connected to other living things
Subject focus	Social and Emotional, Humanities, UOI		Visual Arts, Humanities, Mathematics, UOI	Science, Humanities, UOI		Science, UOI
Key concepts	Form, Causation, Perspective		Function, Perspective	Form, Function, Connection		Change, Connection, Responsibility
Related concepts	Culture, diversity		systems, communication	properties, production, distribution		structure, growth
Learning experiences	Learner Profile Items: Principled, Open-minded, Risk-takers (Courageous)		Learner Profile Items: Communicators, Balanced, Reflective	Learner Profile Items: Thinkers, Knowledgeable, Principled		Learner Profile Items: Inquirers, Knowledgeable, Caring

	Who we are (1)	Where we are in place and time	How we express ourselves (2)	How the world works (3)	How we organize ourselves	Sharing the planet(4)
ATLs	<p>Thinking Skills: Critical, Reflective/Metacognition, Transfer, Creative</p> <p>Research Skills: Information Literacy, Media Literacy, Ethical Use of media/information</p> <p>Communication Skills: Exchanging Information (Listening/Speaking), Literacy (Reading/Writing), ICT (Technology)</p> <p>Social Skills: Developing positive interpersonal relationships, collaboration, developing social-emotional intelligence</p> <p>Self-management Skills: Organization, States of Mind</p>		<p>Research Skills: Collecting Data, Presenting Research</p> <p>Self-management Skills: Fine Motor, Safety, Codes of Behaviour</p> <p>Thinking Skills: Comprehension, Metacognition</p> <p>Social Skills: Accepting responsibility, Respecting others</p> <p>Communication Skills: Writing, Non-verbal, Viewing</p>	<p>Research Skills: Formulating Questions, Observing</p> <p>Self-management Skills: Organization</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Synthesis</p> <p>Social Skills: Cooperating, Group decision making</p> <p>Communication Skills: Speaking, Reading</p>		<p>Research Skills: Formulating Questions, Observing, Collecting Data, Recording Data</p> <p>Self-management Skills: Healthy Lifestyles, Informed choices</p> <p>Thinking Skills: Acquisition of knowledge, Analysis</p> <p>Social Skills: Accepting Responsibility, Cooperating</p> <p>Communication Skills: Speaking, Writing, Presenting</p>

Grade 1

	Who we are (1)	Where we are in place and time (2)	How we express ourselves (6)	How the world works (4)	How we organize ourselves (3)	Sharing the planet (5)
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	Humans connect and meet their needs through relationships.	There are many ways to find out where we are in the world.	Artists express themselves in unique ways.	Using scientific thinking we can investigate light and sound.	Citizens have different roles that help meet the needs of a community.	Our actions have an impact on the survival of living things.
Lines of inquiry	<ul style="list-style-type: none"> • how we develop relationships • why relationships are needed • roles and behaviors in relationships 	<ul style="list-style-type: none"> • how we know where we are in the world • features and significance of landmarks • how places are the same and different 	<ul style="list-style-type: none"> • different forms of visual art • responding to art • creating unique artwork 	<ul style="list-style-type: none"> • using scientific thinking • sources of light and sound • how light and sound are used in the world 	<ul style="list-style-type: none"> • what makes a community • roles within our community • what makes a responsible citizen 	<ul style="list-style-type: none"> • needs of different animals • human impact on natural environments • conservation and protection of living things
Subject focus	Language Arts, Humanities, Social and Emotional, UOI	Language Arts, Humanities, UOI	Visual Arts, Language Arts, Music, UOI	Music, Science, UOI	Humanities, Language Arts, Social and Emotional, UOI	Language Arts, Science, Humanities, UOI
Key concepts	Function, Connection, Responsibility	Connection	Form, Perspective	Function, Connection	Connection, Responsibility	Form, Causation, Responsibility
Related concepts	relationships, friendship cooperation	history, geography, regions	observation, composition	light, sound, investigation	Interdependence, community	habitat, interdependence, impact
Learning experiences	Learner Profile Items: Caring, Reflective, Balanced	Learner Profile Items: Knowledgeable, Open-minded	Learner Profile Items: Knowledgeable, Open-minded	Learner Profile Items: Inquirers, Thinkers, Risk-takers (Courageous)	Learner Profile Items: Inquirers, Communicators	Learner Profile Items: Thinkers, Principled, Caring

	Who we are (1)	Where we are in place and time (2)	How we express ourselves (6)	How the world works (4)	How we organize ourselves (3)	Sharing the planet (5)
ATL's	<p>Research Skills: Observing, Collecting Data</p> <p>Self-management Skills: Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p>Thinking Skills: Application, Dialectical thought</p> <p>Social Skills: Accepting Responsibility, Respecting others, Resolving conflict</p> <p>Communication Skills: Listening, Speaking, Non-verbal</p>	<p>Research Skills: Observing, Organizing Data, Presenting Research</p> <p>Self-management Skills: Fine Motor, Spatial Awareness, Informed Choices</p> <p>Thinking Skills: Acquisition of knowledge, Analysis</p> <p>Social Skills: Respecting others, Cooperating</p> <p>Communication Skills: Viewing, Presenting</p>	<p>Risk-takers (Courageous), Reflective, Communicators</p> <p>Research Skills: Formulating Questions, Observing, Planning</p> <p>Self-management Skills: Fine Motor, Organization</p> <p>Thinking Skills: Application, Dialectical thought, Metacognition</p> <p>Social Skills: Accepting Responsibility</p> <p>Communication Skills: Speaking, Non-verbal, Presenting</p>	<p>Research Skills: Formulating Questions, Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Self-management Skills: Organization, Safety</p> <p>Thinking Skills: Comprehension, Evaluation, Metacognition</p> <p>Social Skills: Adopting a variety of group roles</p> <p>Communication Skills: Reading, Writing</p>	<p>Research Skills: Formulating Questions</p> <p>Self-management Skills: Codes of Behaviour</p> <p>Thinking Skills: Acquisition of knowledge</p> <p>Social Skills: Accepting Responsibility, Cooperating, Group decision making, Adopting a variety of group roles</p> <p>Communication Skills: Listening, Reading, Writing</p>	<p>Research Skills: Formulating Questions, Planning, Collecting Data, Recording Data, Organizing Data, Presenting Research</p> <p>Self-management Skills: Time Management, Healthy Lifestyles, Informed Choices,</p> <p>Thinking Skills: Comprehension, Synthesis</p> <p>Social Skills: Accepting Responsibility, resolving conflict, Group decision making</p> <p>Communication Skills: Reading, Writing, Presenting</p>

Grade 2

	Who we are (1)	Where we are in place and time (2)	How we express ourselves (4)	How the world works (6)	How we organize ourselves (5)	Sharing the planet (3)
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	The choices people make affect their health and well-being.	Exploring different cultures enables people to understand each other.	Performing arts are used to share ideas, feelings, and experiences through a variety of techniques.	People use their understanding of forces and motion to create and invent.	Humans rely on systems of exchange.	We can take action to preserve the Earth's resources.
Lines of inquiry	<ul style="list-style-type: none"> what it means to have a balanced lifestyle how choices affect our health sources of information to help us make choices 	<ul style="list-style-type: none"> what is culture how culture informs us about the past cultural similarities and differences 	<ul style="list-style-type: none"> types of performances how to portray different feelings in a performance interpretation of performances 	<ul style="list-style-type: none"> investigating natural and man-made forces how forces affect position and motion how understanding forces and motion helps inventors 	<ul style="list-style-type: none"> demands of the consumer role of supply and demand how businesses work 	<ul style="list-style-type: none"> change in the availability of Earth's resources personal choices that can help sustain the environment importance of reducing, reusing, and recycling materials
Subject focus	Health, Social and Emotional, Science, UOI	Humanities, UOI	Drama, Language Arts, UOI, Music	Science, UOI	Mathematics, Humanities, UOI	Science, Humanities, Visual Arts, UOI
Key concepts	Responsibility	Form, Function	Function, Perspective	Form, Causation	Causation, Connection	Change, Connection, Responsibility
Related concepts	balance, choice	culture, history	feelings, performance	forces, invention	scarcity, consumption, choice	rock cycle, consumption, sustainable practices
Learning experiences	Learner Profile Items: Knowledgeable, Balanced	Learner Profile Items: Inquirers, Open-minded Reflective	Learner Profile Items: Communicators, Risk-takers (Courageous)	Learner Profile Items: Risk-takers (Courageous), Balanced, Reflective	Learner Profile Items: Knowledgeable, Principled	Learner Profile Items: Thinkers, Caring

	Who we are (1)	Where we are in place and time (2)	How we express ourselves (4)	How the world works (6)	How we organize ourselves (5)	Sharing the planet (3)
ATL's	<p>Research Skills: Formulating Questions, Recording Data</p> <p>Self-management Skills: Healthy Lifestyles, Informed Choices</p> <p>Thinking Skills: Application, Evaluation</p> <p>Social Skills: Accepting Responsibility, Respecting others</p> <p>Communication Skills: Reading</p>	<p>Research Skills: Formulating Questions, Recording Data, Organizing Data, Interpreting Data</p> <p>Self-management Skills: Spatial Awareness, Codes of Behaviour</p> <p>Thinking Skills: Comprehension, Synthesis, Dialectical thought</p> <p>Social Skills: Respecting others, Adopting a variety of group roles</p> <p>Communication Skills: Listening, Writing</p>	<p>Research Skills: Planning, Collecting Data, Interpreting Data</p> <p>Self-management Skills: Organization, Time Management, Informed Choices</p> <p>Thinking Skills: Acquisition of knowledge, Evaluation</p> <p>Social Skills: Cooperating, Group decision making</p> <p>Communication Skills: Presenting</p>	<p>Research Skills: Organizing Data, Presenting Research</p> <p>Self-management Skills: Gross Motor, Safety</p> <p>Thinking Skills: Comprehension, Metacognition</p> <p>Social Skills: Resolving conflict, Group decision making</p> <p>Communication Skills: Reading, Writing</p>	<p>Research Skills: Planning, Collecting Data, Interpreting Data</p> <p>Self-management Skills: Organization, Time Management, Informed Choices</p> <p>Thinking Skills: Acquisition of knowledge, Evaluation</p> <p>Social Skills: Cooperating, Group decision making</p> <p>Communication Skills: Presenting</p>	<p>Research Skills: Observing, Collecting Data, Organizing Data</p> <p>Self-management Skills: Fine Motor, Safety, Informed Choices</p> <p>Thinking Skills: Acquisition of knowledge, Application, Dialectical thought</p> <p>Social Skills: Accepting Responsibility, Cooperating</p> <p>Communication Skills: Speaking, Writing, Viewing</p>

Grade 3

	Who we are (2)	Where we are in place and time (4)	How we express ourselves (6)	How the world works (5)	How we organize ourselves (3)	Sharing the planet (1)
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	Our bodies are made of interacting systems that allow us to function.	The actions, discoveries, and thinking of individuals have changed the world we live in.	Stories have common elements and are shared in many different ways.	Thinking scientifically can help us explore, understand, and enhance our world.	Communities plan and establish systems in order to meet people's needs.	Our actions influence peace in our community.
Lines of inquiry	<ul style="list-style-type: none"> • how the human body systems work • the interconnectedness of body systems • impact of lifestyle choices on the body systems 	<ul style="list-style-type: none"> • ways to find out about the past • how society has changed as a result of individuals' actions • reasons people have taken action 	<ul style="list-style-type: none"> • traditional stories and what we learn from them • common elements that exist among stories • ways stories are expressed through the arts 	<ul style="list-style-type: none"> • how the scientific process works • the way discoveries impact us • how conclusions are drawn 	<ul style="list-style-type: none"> • a city's systems and services • the needs and wants of people • how effective systems can manage finite resources 	<ul style="list-style-type: none"> • causes of conflict • living and working peacefully • how we resolve conflict
Subject focus	Health, Science, UOI	Language Arts, Humanities, UOI	Language Arts, Humanities, UOI, Visual Arts	Mathematics, Science, UOI	Humanities, UOI	Social and Emotional, Humanities, UOI
Key concepts	Function, Connection	Causation, Change	Form, Perspective	Form, Change	Function, Connection	Causation, Perspective, Responsibility
Related concepts	systems, health	history	storytelling, communication	properties, changes in states	systems, interdependence, communities	conflict, communications
Learning experiences	Learner Profile Items: Inquirers, Knowledgeable	Learner Profile Items: Open-minded, Risk-takers(Courageous)	Learner Profile Items: Thinkers, Communicators, Reflective	Learner Profile Items: Knowledgeable, Thinkers, Balanced	Learner Profile Items: Inquirers, Knowledgeable	Learner Profile Items: Communicators, Principled, Caring

	Who we are (2)	Where we are in place and time (4)	How we express ourselves (6)	How the world works (5)	How we organize ourselves (3)	Sharing the planet (1)
ATLs	<p>Research Skills: Formulating Questions</p> <p>Self-management Skills: Gross Motor, Organization, Healthy Lifestyles</p> <p>Thinking Skills: Acquisition of knowledge, Analysis</p> <p>Social Skills: Cooperating, Group decision making</p> <p>Communication Skills: Listening</p>	<p>Research Skills: Collecting Data, Organizing Data, Presenting Research</p> <p>Self-management Skills: Time Management, Informed Choices</p> <p>Thinking Skills: Comprehension, Application, Synthesis</p> <p>Social Skills: Accepting Responsibility</p> <p>Communication Skills: Reading, Writing, Viewing, Presenting</p>	<p>Research Skills: Interpreting Data</p> <p>Self-management Skills: Time Management</p> <p>Thinking Skills: Comprehension, Synthesis, Dialectical thought</p> <p>Social Skills: Group decision making, Adopting a variety of group roles</p> <p>Communication Skills: Listening, Speaking, Reading, Presenting</p>	<p>Research Skills: Formulating Questions, Observing, Recording Data</p> <p>Self-management Skills: Fine Motor, Safety, Codes of Behaviour</p> <p>Thinking Skills: Acquisition of knowledge, Analysis, Evaluation</p> <p>Social Skills: Accepting Responsibility, Adopting a variety of group roles</p> <p>Communication Skills: Writing</p>	<p>Research Skills: Planning, Organizing Data</p> <p>Self-management Skills: Fine Motor, Spatial Awareness</p> <p>Thinking Skills: Application, Synthesis, Evaluation</p> <p>Social Skills: Cooperating, Group decision making</p> <p>Communication Skills: Listening, Viewing</p>	<p>Research Skills: Observing</p> <p>Self-management Skills: Codes of Behaviour, Informed Choices</p> <p>Thinking Skills: Dialectical thought, Metacognition</p> <p>Social Skills: Respecting others, Resolving conflict</p> <p>Communication Skills: Listening, Speaking, Non-verbal</p>

Grade 4

	Who we are (1)	Where we are in place and time (4)	How we express ourselves (6)	How the world works (2)	How we organize ourselves (5)	Sharing the planet (3)
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	Beliefs and values shape who we are.	Human migration is a response to tension, risks, and opportunities.	Media is used to communicate and influence others.	Understanding the continually changing nature of the Earth informs our decisions.	People create organizations to impact our world.	Biodiversity relies on maintaining the balance of organisms within a system.
Lines of inquiry	<ul style="list-style-type: none"> what we believe and value what influences our beliefs and values similarities and differences between people's beliefs and values 	<ul style="list-style-type: none"> reasons for and impact of migration migration throughout history perspectives of people involved in migration 	<ul style="list-style-type: none"> how messages are communicated interpreting different messages critical evaluation of messages 	<ul style="list-style-type: none"> different components of the Earth why the Earth changes human responses to the Earth's changes 	<ul style="list-style-type: none"> different types of organizations reasons why organizations are created how organizations cause change 	<ul style="list-style-type: none"> importance of biodiversity ways in which organisms are interconnected in nature how human interaction with the environment can affect the balance of systems
Subject focus	Language Arts, Social and Emotional, Humanities, UOI	Humanities, UOI	Visual Arts, Social and Emotional, Humanities, UOI	Language Arts, Science, UOI	Social and Emotional, Humanities, UOI	Science, Humanities, UOI
Key concepts	Form, Perspective,	Causation, Perspective	Function, Perspective	Form, Causation, Change	Function, Causation, Responsibility	Connection, Responsibility
Related concepts	religion, beliefs	migration, settlements, geography	techniques	tectonic plates, erosion, geology	organization, human rights	balance, homeostasis biodiversity
Learning experiences	Learner Profile Items: Knowledgeable, Open-minded	Learner Profile Items: Open-minded, Caring, Risk-takers (Courageous)	Learner Profile Items: Knowledgeable, Communicators, Open-minded	Learner Profile Items: Inquirers, Thinkers, Risk-takers (Courageous)	Learner Profile Items: Thinkers, Communicators, Caring	Learner Profile Items: Knowledgeable, Thinkers, Caring

	Who we are (1)	Where we are in place and time (4)	How we express ourselves (6)	How the world works (2)	How we organize ourselves (5)	Sharing the planet (3)
ATLs	<p>Research Skills: Collecting Data, Presenting Research</p> <p>Self-management Skills: Organization, Codes of Behaviour</p> <p>Thinking Skills: Comprehension, Dialectical thought, Metacognition</p> <p>Social Skills: Accepting Responsibility, Respecting others</p> <p>Communication Skills: Listening, Reading, Writing</p>	<p>Research Skills: Formulating Questions, Collecting Data</p> <p>Self-management Skills: Time Management</p> <p>Thinking Skills: Acquisition of knowledge, Dialectical thought</p> <p>Social Skills: Respecting others, Resolving conflict, Adopting a variety of group roles</p> <p>Communication Skills: Listening, Reading, Writing</p>	<p>Research Skills: Observing, Planning, Interpreting Data</p> <p>Self-management Skills: Spatial Awareness, Time Management, Healthy Lifestyles, Informed Choices</p> <p>Thinking Skills: Application, Analysis, Evaluation, Dialectical thought</p> <p>Social Skills: Accepting Responsibility, Group decision making</p> <p>Communication Skills: Speaking, Writing, Non-verbal, Viewing</p>	<p>Research Skills: Formulating Questions, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Self-management Skills: Fine Motor, Organization, Time Management, Safety</p> <p>Thinking Skills: Acquisition of knowledge, Synthesis</p> <p>Social Skills: Cooperating, Group decision making, Adopting a variety of group roles</p> <p>Communication Skills: Speaking, Writing, Viewing, Presenting</p>	<p>Research Skills: Collecting Data, Presenting Research</p> <p>Self-management Skills: Organization</p> <p>Thinking Skills: Comprehension</p> <p>Social Skills: Accepting Responsibility, Respecting others</p> <p>Communication Skills: Listening, Reading, Writing</p>	<p>Research Skills: Formulating Questions, Observing, Organizing Data, Interpreting Data</p> <p>Self-management Skills: Codes of Behaviour, Informed Choices</p> <p>Thinking Skills: Comprehension, Analysis, Synthesis</p> <p>Social Skills: Group decision making</p> <p>Communication Skills: Viewing</p>

Grade 5

	Who we are (6)	Where we are in place and time (1)	How we express ourselves (5)	How the world works (2)	How we organize ourselves (3)	Sharing the planet (4)
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	Changes and individual experiences throughout life affect our well-being.	Innovative thinking impacts societies' development.	THE PYP EXHIBITION: Exploration of interests and passions inspires learning and action.	Humans use their understanding of natural laws in the solar system to make informed decisions.	Government systems impact the lives of citizens.	The consumption of natural resources impacts communities.
Lines of inquiry	<ul style="list-style-type: none"> • factors that affect well-being • physical, social, emotional and intellectual changes that occur through life • choices I can make to ensure my well-being 	<ul style="list-style-type: none"> • characteristics of civilizations and societies • how innovations change and evolve • the interconnectedness of civilizations 	<ul style="list-style-type: none"> • Lines of inquiry are determined by students in their Exhibition groups • Each group identifies the concepts they will explore • Students are expected to take action based on their topic. 	<ul style="list-style-type: none"> • characteristics of our solar system • the relationship between elements in our solar system • patterns of seasonal change • how our decisions are informed by elements of natural law 	<ul style="list-style-type: none"> • how government systems work • rights and responsibilities of governments and citizens • how citizens influence actions of their governments 	<ul style="list-style-type: none"> • the natural resources that provide energy • access to natural resources • sustainable use of natural resources
Subject focus	Language Arts, Health, Social and Emotional, UOI, Science	Language Arts, Humanities, UOI	Language Arts, Humanities, UOI, Visual Arts	Mathematics, Science, UOI	Humanities, UOI	Visual Arts, Music, Language Arts, Mathematics, Science, Humanities, French, UOI
Key concepts	Change, Responsibility, Reflection	Form, Change, Connection	Connection, Perspective, Reflection	Function, Causation, Connection	Function, Responsibility	Form, Responsibility, Reflection
Related concepts	Reproduction, well-being, safety	civilizations, innovation	networks, access, ethics	gravity, seasons, solar system, natural laws	government, rights, citizenship	Energy, consumption

Learning experiences	Learner Profile Items: Caring, Balanced, Reflective	Learner Profile Items: Inquirers, Communicators	Learner Profile Items: Thinkers, Communicators	Learner Profile Items: Inquirers, Thinkers	Learner Profile Items: Principled, Risk-Takers	Learner Profile Items: Knowledgeable, Open-Minded
	Who we are (6)	Where we are in place and time (1)	How we express ourselves (5)	How the world works (2)	How we organize ourselves (3)	Sharing the planet (4)
ATLS	Research Skills: Formulating Questions, Recording Data Self-management Skills: Safety, Healthy Lifestyles, Informed Choices Thinking Skills: Application, Metacognition Social Skills: Respecting others, Resolving conflict Communication Skills: Non-verbal, Presenting	Reflective Research Skills: Observing, Presenting Research Self-management Skills: Gross Motor, Fine Motor, Organization, Time Management Thinking Skills: Acquisition of knowledge, Analysis, Evaluation Social Skills: Cooperating, Group decision making Communication Skills: Speaking, Reading,	Research Skills: Planning, Interpreting Data Self-management Skills: Safety, Codes of Behaviour, Informed Choices Thinking Skills: Evaluation Social Skills: Accepting Responsibility, Respecting others Communication Skills: Viewing, Presenting	Communicators Research Skills: Planning, Recording Data, Organizing Data Self-management Skills: Organization, Safety Thinking Skills: Comprehension, Analysis Social Skills: Cooperating Communication Skills: Reading, Viewing	Risk-takers (Courageous) Research Skills: Formulating Questions, Collecting Data, Presenting Research Self-management Skills: Codes of Behaviour, Informed Choices Thinking Skills: Synthesis, Evaluation Social Skills: Accepting Responsibility, Adopting a variety of group roles Communication Skills: Listening, Writing	Communicators, Open-minded Research Skills: Planning, Interpreting Data Self-management Skills: Spatial Awareness, Organization Thinking Skills: Synthesis, Dialectical thought Social Skills: Accepting Responsibility, Group decision making Communication Skills: Reading, Presenting