

Programme of Inquiry 2022-2023

Lincoln Community School *REVISED August 2022*

ECC (Pre-K & KG) - Year A

	Who we are (1) <i>SCHOOL WIDE UNIT</i>	Where we are in place and time <i>(2023-2024)</i>	How we express ourselves (2)	How the world works (4)	How we organize ourselves (3)	Sharing the planet (2023-2024)
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	Shared systems based on dignity, trust, and ownership create a safe, inclusive and connected learning community.		We use our creativity to express our ideas and feelings.	Weather changes affect everyday life.	Different types of transportation meet different needs.	
Lines of inquiry	<ul style="list-style-type: none"> being kind to ourselves and others caring for our school environment creating a trusting and safe community 		<ul style="list-style-type: none"> developing our creativity through our actions different feelings in the arts being reflective builds confidence 	<ul style="list-style-type: none"> how we track the change in weather different types and causes of weather weather patterns impacts living things 	<ul style="list-style-type: none"> different forms of transport we use transport used for different purposes the journeys we have made 	
Content focus	Language Arts, Humanities, Social and Emotional		Visual Arts, Drama, Music, Language Arts	Language Arts, Math, Science	Science, Humanities	
Key concepts	Form, Connection		Function, Perspective	Form, Change, Causation	Function, Connection	
Related concepts	Identity, Diversity, Learning		Patterns, Creativity, Imagination	Patterns, Properties, Systems	Distance, Journey, Systems	
Learner Profile	Inquirers, Caring, Reflective		Communicators, Open-Minded, Risk-Takers	Inquirers, Thinkers, Knowledgeable	Thinkers, Principled, Balanced	

Grade 1

	Who we are (1) <i>SCHOOL WIDE UNIT</i>	Where we are in place and time (6)	How we express ourselves (4)	How the world works (5)	How we organize ourselves (2)	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	Shared systems based on dignity, trust, and ownership create a safe, inclusive and connected learning community.	Understanding our family history helps us connect the past and the present.	Artists express themselves in unique ways.	Investigating light and sound helps us relate to our environment.	Citizens have different roles that help meet the needs of the community.	Living things have structures and behaviors that help them function.
Lines of inquiry	<ul style="list-style-type: none"> ● how we build relationships ● roles and behaviors in relationships ● responsibilities within the classroom community 	<ul style="list-style-type: none"> ● how we find out about the past ● the value of understanding our shared family stories ● how parts of the past influence us today 	<ul style="list-style-type: none"> ● different ways artists express themselves ● responding to the arts ● how everyone can express their uniqueness through the arts 	<ul style="list-style-type: none"> ● sources of light and sound ● investigating light and sound ● how light and sound are used to communicate 	<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"> ● form and function of animal structures ● the comparison of traits between parents and their offspring ● behaviors that help animals survive
Content focus	Language Arts, Humanities, Social and Emotional	Humanities, Mathematics, Language Arts	Visual Arts, Language Arts, Music	Music, Science	Humanities, Language Arts, Social and Emotional	Language Arts, Science,
Key concepts	Function, Connection, Responsibility	Function, Connection, Causation	Form, Perspective	Form, Function	Connection, Responsibility, Perspective	Form, Function, Causation
Related concepts	relationships, friendship, cooperation	identity, history, influence	observation, composition, self-expression	investigation, communication, properties, role	interdependence, community, reliability	structure, behaviors, survival, impact
Learner Profile	Caring, Reflective, Principled	Knowledgeable, Open-minded, Communicators	Knowledgeable, Risk-takers (Courageous), Communicators	Inquirers, Thinkers, Risk-takers (Courageous)	Inquirers, Communicators, Reflective	Balanced, Knowledgeable, Inquirers

[Approaches to Learning \(ATL\) Skills](#) are co-selected throughout each unit in collaboration with students and teachers. (Communication, Thinking, Research, Social, and Self-Management Skills)

	Who we are (3)	Where we are in place and time (2)	How we express ourselves (4)	Grade 2 How the world works (6)	How we organize ourselves (1 year long) <i>SCHOOL WIDE UNIT</i>	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	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.	People use forces and interactions to do work efficiently.	Shared systems based on dignity, trust, and ownership create a safe, inclusive and connected learning community.	Taking action can 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"> community and culture understanding cultural differences and similarities empathic communication between and across cultures 	<ul style="list-style-type: none"> types of performances how to portray different emotions and experiences in a performance interpretation of performances 	<ul style="list-style-type: none"> investigating natural and man-made forces how forces affect position, motion, and interaction why and how inventors use forces 	<ul style="list-style-type: none"> systems of organization in a school community the connection between needs and wants and goods and services systems of exchange financial literacy 	<ul style="list-style-type: none"> change in the availability of Earth's resources personal choices that can help sustain the environment
Content focus	Health, SEL, Science, PE	Language Arts, Humanities, Social and Emotional	Drama, Language Arts, Music, PE	Science, PE, Mathematics	Mathematics, Humanities	Science, Humanities, Visual Arts
Key concepts	Responsibility, Causation, Perspective	Form, Function, Change	Form, Function, Perspective	Form, Change, Causation	Causation, Connection, Function	Change, Connection, Responsibility
Related concepts	balance, choice	culture, history, tradition, communication, empathy	feelings, performance	forces, invention, interactions, cause, effect	needs/wants, systems, impact	cycles, consumption, sustainability
Learner Profile	Knowledgeable, Balanced, Caring	Inquirers, Open-minded, Communicator	Communicators, Risk-takers (Courageous), Reflective	Risk-takers (Courageous), Inquirer, Reflective	Knowledgeable, Principled, Thinker	Thinkers, Caring, Principled

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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) <i>SCHOOL WIDE UNIT</i>
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 interdependent 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 different ways.	Applying the scientific process helps us understand our world.	Communities plan and establish systems in order to meet people's needs.	Shared systems based on dignity, trust, and ownership create a safe, inclusive and connected learning community.
Lines of inquiry	<ul style="list-style-type: none"> parts of a system how systems work the interdependence of 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"> different kinds of matter and their properties how the scientific process works the application of our scientific conclusions to real life 	<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"> who we are as learners characteristics of a safe and inclusive environment creating a peaceful learning environment how my actions influence the peace in my environment
Subject focus	Health, Science, PE	Language Arts, Humanities	Language Arts, Humanities, Visual Arts, Performing Arts	Mathematics, Science	Humanities, Mathematics	Language Arts, Humanities, Social and Emotional
Key concepts	Form, Function, Connection	Causation, Change	Form, Perspective	Form, Change, Causation	Form, Function, Connection	Causation, Perspective, Responsibility
Related concepts	similarities/differences, systems, health, interdependence	history, social justice, leadership	storytelling, communication	properties, transformation, process, structure	systems, interdependence, communities, sustainability	conflict, communication
Learner Profile	Inquirers, Knowledgeable	Open-minded, Risk-takers (Courageous)	Thinkers, Communicators, Reflective	Knowledgeable, Thinkers, Balanced	Inquirers, Knowledgeable	Communicators, Principled, Caring

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Grade 4

	Who we are (2)	Where we are in place and time (4)	How we express ourselves (6)	How the world works (3)	How we organize ourselves (1) <i>SCHOOL WIDE UNIT</i>	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	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.	Humans interact creatively with the changing natural world.	Shared systems based on dignity, trust, and ownership create a safe, inclusive and connected learning community.	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"> the physical Earth why the Earth changes human responses to the Earth's changes 	<ul style="list-style-type: none"> co-creating the classroom environment the qualities of a purposeful learning environment personal and collective responsibility and choices how the choices I make impact the learning environment 	<ul style="list-style-type: none"> importance of biodiversity ways in which organisms are interconnected in nature human interaction with the environment can affect the balance of systems
Subject focus	Language Arts, Social and Emotional, Humanities	Humanities	Visual Arts, Social and Emotional, Humanities	Language Arts, Science	Language Arts, Humanities, Social and Emotional	Science, Humanities
Key concepts	Form, Perspective	Causation, Perspective	Function, Perspective	Form, Change, Causation	Function, Causation, Responsibility	Connection, Responsibility
Related concepts	religion, beliefs, values	migration, settlements, geography	techniques, consumption, expression	structures, patterns	systems, choices, behavior, consequences, equity, rights	balance, homeostasis, biodiversity
Learner Profile	Knowledgeable, Open-minded, Balanced	Open-minded, Caring, Risk-takers (Courageous)	Knowledgeable, Communicators, Open-minded	Inquirers, Reflective, Risk-takers (Courageous)	Thinkers, Communicators, Caring	Knowledgeable, Thinkers, Caring, Principled

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Grade 5						
Who we are (2)	Where we are in place and time (3)	How we express ourselves - PYPx (6)	How the world works (4)	How we organize ourselves (1) <i>SCHOOL WIDE UNIT</i>	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	Physical and social-emotional changes affect our well-being.	Throughout time, innovation impacts the development of societies.	Our interests and passions motivate us to take action.	Patterns govern our vast solar system.	Shared systems based on dignity, trust, and ownership create a safe, inclusive and connected learning community.	The choices we make about how we create and consume have consequences.
Lines of inquiry	<ul style="list-style-type: none"> • factors that affect well-being • choices that ensure overall well-being • physical and social/emotional changes that occur during puberty 	<ul style="list-style-type: none"> • reasons for innovation • the role of innovation • ways in which innovation has changed societies 	<ul style="list-style-type: none"> • a personal interest or passion • how we express our passions and interests • the action people take to inspire others. 	<ul style="list-style-type: none"> • how gravity works (function) • the sun and stars (form) • the relationship between Earth, moon, and sun 	<ul style="list-style-type: none"> • expectations in the school environment • school systems that create a climate of inclusion • personal acts and individual roles that support the well-being of the community 	<ul style="list-style-type: none"> • types of energy • how energy is transferred • our use of energy
Subject focus	Language Arts, Health, Social and Emotional, Science	Language Arts, Humanities	Language Arts, Humanities, Visual Arts	Mathematics, Science	Language Arts, Humanities, Social and Emotional	Visual Arts, Language Arts, Mathematics, Science
Key concepts	Change, Responsibility, Causation	Function, Perspective, Change	determined by students	Function, Causation, Connection	Form, Responsibility, Perspective, Causation	Form, Responsibility
Related concepts	well-being, safety, expectations	innovation, invention, society, technology	determined by students	systems, natural laws, pattern	systems,, equity, justice	energy, consumption, sustainability
Learner Profile	Caring, Balanced, Reflective	Inquirers, Communicators	Thinkers, Communicators, Knowledgeable	Inquirers, Thinkers	Principled, Risk-Takers	Caring, Open-Minded, Principled

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