Grade 6

CENTRAL IDEA:
Interpersonal skills allow groups to accomplish goals

LINES OF INQUIRY:
- How choices affect our emotional reactions (function, connect)
- Personal strategies for collaboration (connection, responsibility)

KEY CONCEPTS:
Change, connection, responsibility

RELATED CONCEPTS:
Tolerance, respect

LEARNER PROFILE:
ALL

AtoL SKILLS:
Self-management/Organization, states of mind
Social Skills – Interpersonal relationships, emotional intelligence
Communication Skills – Exchanging information, literacy, ICT

PYP Scope & Sequence strands:
Language – oral, visual & written, ICT
PSPE – Identity, interactions, active living
Arts – visual arts
Religious Studies

CENTRAL IDEA:
Ancient civilizations have an influence on modern culture

LINES OF INQUIRY:
- Elements of a civilization (function)
- Similarities and differences with past civilizations (connection)
- Aspects of past civilizations that influence present day civilizations (change, connection)

KEY CONCEPTS:
Function, connection, change

RELATED CONCEPTS:
Culture, evolution

LEARNER PROFILE:
ALL

Atol. SKILLS:
Inquirers, thinkers, knowledgeable

Atol. SKILLS:
Communication – Exchanging Information-Listening, interpreting, speaking –Literacy-Reading, writing, -ICT Research – Information literacy- Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating –Media literacy –Ethical use of media/information

Thinking – Critical Thinking-Analyzing, evaluating, forming decisions –Creative thinking -Generating novel ideas; consider new perspectives –Reflection & metacognition

PYP Scope & Sequence strands:
Language – oral, visual & written, ICT
Social Studies – continuity & change through time, social organization & culture
Arts – visual arts
ICT

CENTRAL IDEA:
Various adaptations and designs make flight possible

LINES OF INQUIRY:
- The way air interacts with objects in flight (connection)
- The properties of air (form)

KEY CONCEPTS:
ALL

RELATED CONCEPTS:
Energy, aerodynamics, forces

LEARNER PROFILE:
ALL

Atol. SKILLS:
Thinking – Critical thinking-Analyzing, evaluating, forming decisions –Creative thinking -Generating novel ideas; consider new perspectives –Reflection & metacognition

PYP Scope & Sequence strands:
Language – oral, visual & written, ICT
Science – materials & matter, forces & energy
Social Studies - continuity & change through time, social organization & culture
Arts – visual arts
ICT

CENTRAL IDEA:
Collecting and organizing data helps people make decisions

LINES OF INQUIRY:
- Different methods of collecting data (form)
- Different methods of presenting data (perspective)

KEY CONCEPTS:
Perspective, function, form

RELATED CONCEPTS:
Statistics

LEARNER PROFILE:
Communicators, open-minded, reflective

Atol. SKILLS:
Thinking – Critical thinking-Analyzing, evaluating, forming decisions –Creative thinking -Generating novel ideas; consider new perspectives –Reflection & metacognition

PYP Scope & Sequence strands:
Language – oral, visual & written, ICT
Science – materials & matter, forces & energy
Social Studies - continuity & change through time, social organization & culture
Arts – visual arts
ICT

CENTRAL IDEA:
Biodiversity sustains life on Earth

LINES OF INQUIRY:
- Characteristics of a forest (form)
- Different methods of collecting data (perspective)

KEY CONCEPTS:
Form, responsibility, causation

RELATED CONCEPTS:
Classification, ecosystems, conservation

LEARNER PROFILE:
Reflective, thinkers, knowledgeable

Atol. SKILLS:
Thinking – Critical thinking-Evaluating, forming decisions –Creative thinking -Generating novel ideas; consider new perspectives –Reflection & metacognition

PYP Scope & Sequence strands:
Language – oral, visual & written, ICT
Science – living things, earth and space
Social Studies – resources & the environment, human & natural environments

An inquiry into
Who We Are

An inquiry into
Where We Are in Place and Time

An inquiry into
How We Express Ourselves

An inquiry into
How The World Works

An inquiry into
How We Organize Ourselves

An inquiry into
Sharing the Planet
Grade 5

CENTRAL IDEA:
A person’s identity shapes his or her growth

LINES OF INQUIRY:
- Life experiences shape our identity (connection)
- Discovering how events and personal actions affect one’s self (responsibility)
- Exploring who you are and where you came from (form, responsibility)

KEY CONCEPTS:
Form, responsibility, connection

RELATED CONCEPTS:
Culture, family

LEARNER PROFILE:
Reflective, communicators, balanced

Atol SKILLS:
- Communication – Exchanging information
- Literacy-Reading, writing

Thinking – Critical thinking-Analyzing, evaluating, forming decisions
- Creative thinking-Consider new perspectives - Information transfer –Reflection & metacognition

Self-Management – Organization, states of mind-Mindfulness, Perseverance, emotional management, self-motivation
- Risk-taking, communicators

Math – data handling

CENTRAL IDEA:
Historical events create opportunities for change

LINES OF INQUIRY:
- Ways famous people inspire us (perspective)
- Pivotal events in history (connection)
- Human rights (change, perspective)

KEY CONCEPTS:
Perspective, change, connection

RELATED CONCEPTS:
Chronology, impact

LEARNER PROFILE:
Risk-takers, communicators, open-minded

Atol SKILLS:
- Social – Interpersonal relationships, Social & emotional intelligence
- Research – Information literacy – Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating – Media literacy – Ethical use of media/information

Self-Management – Organization, states of mind-Mindfulness, Perseverance, emotional management, self-motivation

Resilience

PYP Scope & Sequence strands:
- Language – oral, visual & written
- PSPE – Identity, interactions
- Math – data handling

CENTRAL IDEA:
Stories communicate ideas in a variety of ways

LINES OF INQUIRY:
- Techniques used to express a story (perspective, function)
- The impact of stories (perspective, function)
- The ways in which stories are shared (form, function)

KEY CONCEPTS:
Perspective, form, function

RELATED CONCEPTS:
Genres

LEARNER PROFILE:
Communicators, caring, open-minded

Atol SKILLS:
- Thinking - Critical thinking-Analyzing, evaluating, forming decisions
- Creative thinking-Generating novel ideas
- Consider new perspectives –Information transfer –Reflection & metacognition

Research- Information literacy – Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating – Media literacy

Self-Management - Organization, states of mind-Mindfulness, Perseverance, emotional management, self-motivation

Resilience

PYP Scope & Sequence strands:
- Language – oral, visual & written
- ICT Social Studies – continuity & change through time, social organization & culture
- Arts – music

CENTRAL IDEA:
Ecosystems affect communities

LINES OF INQUIRY:
- Interactions between living and non-living things (Connection)
- Plant and animal adaptations (Change)
- Preservation of ecosystems (Responsibility)

KEY CONCEPTS:
Connection, change, responsibility

RELATED CONCEPTS:
Systems, conservation, interdependence

LEARNER PROFILE:
Knowledgeable, inquirers, reflective

Atol SKILLS:
- Thinking - Critical thinking-Analyzing, evaluating, forming decisions
- Creative thinking-Generating novel ideas
- Consider new perspectives –Information transfer –Reflection & metacognition

Research- Information literacy – Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating – Media literacy – Ethical use of media/information

Self-Management - Organization, states of mind-Mindfulness, Perseverance, emotional management, self-motivation

Resilience

PYP Scope & Sequence strands:
- Language – oral, visual & written
- PSPE – Interaction
- Math – data handling, measurement, number

CENTRAL IDEA:
Economic actions affect climate and the environment

LINES OF INQUIRY:
- Climate and weather (Form)
- Weather trends over time (Change)
- Economic effects on climate change (Responsibility)

KEY CONCEPTS:
Change, causation, form

RELATED CONCEPTS:
Statistics, supply & demand, analysis

LEARNER PROFILE:
Principled, risk-takers, inquirers

Atol SKILLS:
- Thinking - Critical thinking-Analyzing, evaluating, forming decisions
- Creative thinking-Generating novel ideas
- Consider new perspectives –Information transfer –Reflection & metacognition

Research- Information literacy – Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating – Media literacy

Self-Management - Organization, states of mind-Mindfulness, Perseverance, emotional management, self-motivation

Resilience

PYP Scope & Sequence strands:
- Language – oral, visual & written
- ICT Social Studies – continuity & change through time, human & natural environments, resources & the environment
- Science - earth & space, forces & energy, Religious Studies
- Arts – visual arts

CENTRAL IDEA:
Cultures influence the relationships between communities

LINES OF INQUIRY:
- Stories and legends are rooted in tradition
- Positive and negative effects of immigration (form, causation)

KEY CONCEPTS:
Form, connection, causation

RELATED CONCEPTS:
Form, connection, causation

LEARNER PROFILE:
Conservation, sustainability

Atol SKILLS:
- Open-minded, principled, thinker

Thinking – Critical thinking-Evaluating, forming decisions
- Creative thinking-Generating novel ideas
- Consider new perspectives –Information transfer –Reflection & metacognition

Research- Information literacy – Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating – Media literacy – Ethical use of media/information

Self-Management - Organization, states of mind-Mindfulness, Perseverance, emotional management, self-motivation

Resilience

PYP Scope & Sequence strands:
- Language – oral, visual & written
- ICT Social Studies – continuity & change through time, human & natural environments, resources & the environment

LEARNER PROFILE:
Reflective, communicators, balanced

Atol SKILLS:
- Critical thinking-Analyzing, evaluating, forming decisions
- Creative thinking-Generating novel ideas
- Consider new perspectives –Information transfer –Reflection & metacognition

Research- Information literacy – Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating – Media literacy – Ethical use of media/information

Self-Management - Organization, states of mind-Mindfulness, Perseverance, emotional management, self-motivation

Resilience
An Inquiry into Who We Are
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.

CENTRAL IDEA:
Communicating our feelings helps to build positive relationships

LINES OF INQUIRY:
- Making decisions (causation)
- Respecting others (connection)
- Considering viewpoints (perspective)

KEY CONCEPTS:
Causation, connection, perspective

RELATED CONCEPTS:
Decision making, belonging

LEARNER PROFILE:
Thinkers, reflective, open-minded

Atol. SKILLS:
Communication - Exchanging Information - Listening, interpreting, speaking – Literacy-Reading, writing
Social-Interpersonal relationships, emotional intelligence
Self-Management-Organization, states of mind - mindfulness, perseverance, emotional management, self-motivation, resilience

PYP Scope & Sequence strands:
Language Arts - Social Studies - PSPE -

An Inquiry into Where We Are in Place and Time
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 civilizations, from local and global perspectives.

CENTRAL IDEA:
People and events help shape a community’s identity

LINES OF INQUIRY:
- Influence of different cultures on identity (connection, change)
- Defining moments in history (change, perspective)
- Diversity of a location’s heritage (change)

KEY CONCEPTS:
Change, perspective, connection

RELATED CONCEPTS:
Settlements, settlers, exploration

LEARNER PROFILE:
Knowledgeable, thinker, reflective

Atol. SKILLS:
Thinking - Critical thinking - Analyzing, evaluating, forming decisions - Creative thinking - Generating novel ideas, consider new perspectives - Reflection & metacognition
Communication - Exchanging Information - Listening, interpreting, speaking - Literacy-Reading, writing - ICT
Research - Information literacy - Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating - Media literacy
-Social-Interpersonal relationships

PYP Scope & Sequence strands:
Language Arts - Social Studies - Arts -

An Inquiry into How We Express Ourselves
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.

CENTRAL IDEA:
People write for a variety of reasons

LINES OF INQUIRY:
- Writing genres (form, function)
- Writing for an audience (perspective)

KEY CONCEPTS:
Form, function, perspective

RELATED CONCEPTS:
Organizations

LEARNER PROFILE:
Communicator, open-minded, knowledgeable

Atol. SKILLS:
Thinking - Critical thinking - Analyzing, evaluating, forming decisions - Creative thinking - Generating novel ideas, consider new perspectives - Reflection & metacognition

Communication - Exchanging Information - Listening, interpreting, speaking - Literacy-Reading, writing - ICT
Research - Information literacy - Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating - Media literacy
-Social-Interpersonal relationships

PYP Scope & Sequence strands:
Language Arts - Social Studies - Arts -

An Inquiry into How The World Works
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.

CENTRAL IDEA:
Living things interact with each other and their environment

LINES OF INQUIRY:
- Roles of plants and animals in an ecosystem (function, change, responsibility)
- Synergy (resilience, responsibility)
- Diversity (change, responsibility)

KEY CONCEPTS:
Function, change, responsibility

RELATED CONCEPTS:
Organisms

LEARNER PROFILE:
Knowledgeable, thinkers, inquirers

Atol. SKILLS:
Thinking - Research - Social/ Self-Management -

PYP Scope & Sequence strands:
Language Arts - Social Studies - Arts -

An Inquiry into How We Organize Ourselves
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.

CENTRAL IDEA:
Stories connect the past to the present

LINES OF INQUIRY:
- Cultural identity and diversity (causation)
- Facts and opinions (perspective)
- The evolution of a society (causation, change)

KEY CONCEPTS:
Causation, perspective, change

RELATED CONCEPTS:
Community, culture, history

LEARNER PROFILE:
Open-minded, caring, principled

Atol. SKILLS:
Research - Information literacy - Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating - Media literacy
Thinking - Critical thinking - Analyzing, evaluating, forming decisions - Creative thinking - Generating novel ideas, consider new perspectives - Reflection & metacognition

Communication - Exchanging Information - Listening, interpreting, speaking - Literacy-Reading, writing - ICT
Research - Information literacy - Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating - Media literacy
-Social-Interpersonal relationships

PYP Scope & Sequence strands:
Language Arts - Social Studies - Arts -

An Inquiry into Sharing the Planet
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:
Waste and weather have an effect on humans and the environment

LINES OF INQUIRY:
- Scientific exploration and investigation (form)
- The positive and negative effects on the environment (connection, responsibility)

KEY CONCEPTS:
Form, connection, responsibility

RELATED CONCEPTS:
Resources, sustainability

LEARNER PROFILE:
Knowledgeable, caring, balanced

Atol. SKILLS:
Research - Information literacy - Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating - Media literacy
Thinking - Critical thinking - Analyzing, evaluating, forming decisions - Creative thinking - Generating novel ideas, consider new perspectives - Reflection & metacognition

Self-Management-Organization, states of mind - mindfulness, perseverance, emotional management, self-motivation, resilience

PYP Scope & Sequence strands:
Language Arts - Science - Social Studies - Arts -

Updated May 19, 2020
An inquiry into
Who We Are
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.

Grade 4

CENTRAL IDEA: Change impacts our identity
LINES OF INQUIRY:
- Growth and change over time (change, causation)
- Changes in our body and appearance (change, causation)
- Factors that help humans grow into healthy adults (responsibility, change)
KEY CONCEPTS: Change, causation, responsibility
RELATED CONCEPTS: Growth, well-being, consequences
LEARNER PROFILE: Knowledgeable, balanced
AtoL SKILLS:
Communication – Exchanging information, interpreting, speaking – Literacy, Reading, writing
Self-management – States of mind: mindfulness, perseverance, emotional management, self-motivation, resilience
Research – Information literacy – Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating
PYP Scope & Sequence strands:
Language – oral, visual & written
PSPE – identity, interactions, active living
Religious Studies

CENTRAL IDEA: Immigration affects culture
LINES OF INQUIRY:
- Influence of different cultures on identity (perspective)
- Influence of other societies on a culture (change)
- Reasons for immigration (causation)
KEY CONCEPTS: Change, perspective, causation
RELATED CONCEPTS: Diversity, traditions, values & beliefs
LEARNER PROFILE: Open-minded, inquirers, caring
AtoL SKILLS:
Research – Information literacy – Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating
Ethical use of media/Information Communication – Exchanging information, interpreting, speaking – Literacy, Reading, writing
Social-Interpersonal relationships in the community
PYP Scope & Sequence strands:
Language – oral, visual & written
Social Studies – continuity & change through time, social organization & culture
Arts – visual arts, music
Religious Studies

CENTRAL IDEA: Storytelling brings history to life
LINES OF INQUIRY:
- Stories share information about history (connection)
- Personal stories are a part of one’s history (connection)
- Stories impact change (change, perspective)
KEY CONCEPTS: Connection, perspective, change
RELATED CONCEPTS: Family, culture, communication
LEARNER PROFILE: Knowledgeable, risk-takers, open-minded
AtoL SKILLS:
Research – Information literacy – Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating
Art – visual arts
PSPE – identity, interactions, active living
Religious Studies

CENTRAL IDEA: Simple machines are used to help with work
LINES OF INQUIRY:
- Simple and complex machines (form, function)
- The scientific process (form)
- The relationships among work, machines, force and motion (connection)
KEY CONCEPTS: Form, function, connection
RELATED CONCEPTS: Properties, force, energy
LEARNER PROFILE: Inquirer, thinker, reflective
AtoL SKILLS:
Research – Information literacy – Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating
Social – interpersonal relationships in the community
PYP Scope & Sequence strands:
Language – oral, visual & written
Mathematics – number, data handling
Science – forces & energy, materials & matter
Social Studies – human systems & communities
Religious Studies

CENTRAL IDEA: Numbers influence decision making
LINES OF INQUIRY:
- Numbers in different forms (form, connection)
- Effects numbers have on decision making (connection)
- Measurement promotes responsibility (causation)
KEY CONCEPTS: Form, connection, causation
RELATED CONCEPTS: Numbers, problem solving, measurement
LEARNER PROFILE: Principled, reflective, communicators
AtoL SKILLS:
Research – Information literacy – Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating
Art – visual arts
PSPE – identity, interactions, active living
Religious Studies

CENTRAL IDEA: Humans have an effect on the environment
LINES OF INQUIRY:
- Types of waste (form)
- The effects of pollution (responsibility, function)
- How humans have and continue to impact the environment (responsibility)
KEY CONCEPTS: Form, function, responsibility
RELATED CONCEPTS: Conservation
LEARNER PROFILE: Principled, caring, risk-takers
AtoL SKILLS:
Research – Information literacy – Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating
Art – visual arts
PSPE – identity, interactions, active living
Religious Studies

An inquiry into
Where We Are in Place and Time
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 civilizations, from local and global perspectives.

An inquiry into
How We Express Ourselves
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
How The World Works
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
How We Organize Ourselves
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
Sharing the Planet
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.
An inquiry into Who We Are
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.

Central Idea: Human experiences shape one’s life

Lines of Inquiry:
- Recognizing emotions (causation)
- Personal strategies and ones’ well-being (change)
- The rights and responsibilities of a child (responsibility)

Key Concepts:
- Collegiality
- Community
- Control
- Self-regulation

Learner Profile:
- Reflective, principled, balanced

Atol Skills:
- Communication – Exchanging Information
- Listening, interpreting, speaking
- Language – oral, visual & written
- Social Studies – social organization & culture
- PSPE – Identity, interactions
- Art – visual arts

Religious Studies

An inquiry into Where We Are in Place and Time
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 civilizations, from local and global perspectives.

Central Idea: Communities have different qualities of life

Lines of Inquiry:
- Define quality of life (form, connection)
- Differences in quality of life (perspective)
- Ways quality of life is affected (form, connection, perspective)

Key Concepts:
- Form, connection, perspective

Related Concepts:
- Social – Interpersonal relationships, human relationships including families, friends, communities, and cultures; rights and responsibilities: what it means to be human.

Learner Profile:
- Knowledgeable, communicator, risk-taker

Atol Skills:
- Research – Information Literacy
- Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating – Media literacy, Ethical use of media/information
- Critical thinking-Generating novel ideas, consider new perspectives
- Information transfer
- Reflection & metacognition
- Social – Interpersonal relationships
- Social and emotional intelligence

Communication – Exchanging Information
- Listening, interpreting, speaking
- Language – oral, visual & written
- Social Studies – social organization & culture
- PSPE – Identity, interactions
- Art – visual arts

Religious Studies

An inquiry into How We Express Ourselves
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.

Central Idea: Beliefs and values of a culture are expressed in diverse ways

Lines of Inquiry:
- The elements of a story (form, function)
- Stories express the beliefs and values of a culture (perspective)
- Traditions of a culture (form)

Key Concepts:
- Form, function, perspective

Atol Skills:
- Communication – Exchanging Information
- Listening, interpreting, speaking
- Language – oral, visual & written
- Social Studies – social organization & culture
- PSPE – Identity, interactions
- Art – visual arts

Religious Studies

An inquiry into How The World Works
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.

Central Idea: Structures are built with specific materials and designs to enhance societal development

Lines of Inquiry:
- The characteristics of a structure (function)
- Connection between the needs of the environment and design of a structure (connection)
- Materials and resources considered when building a stable structure (change)

Key Concepts:
- Function, change, connection

Atol Skills:
- Research – Information Literacy
- Formulating & planning, data gathering & recording, synthesizing & interpreting, evaluating & communicating – Media literacy, Ethical use of media/information
- Critical thinking-Generating novel ideas, consider new perspectives
- Information transfer
- Reflection & metacognition

Central Idea: Exchanging of goods impacts the development of a community

Lines of Inquiry:
- Relationships of imports and exports (causation, connection)
- Supply and demand (causation)
- The role of non-governmental agencies (function)

Key Concepts:
- Function, causation, connection

Art – visual arts,

Religious Studies

An inquiry into How We Organize Ourselves
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.

Central Idea: Animals are affected by changes in their habitat

Lines of Inquiry:
- Adaptations of animals to their environment (change, causation)
- Environmental conditions that threaten animal survival (change, causation)
- Maintaining habitats (responsibility)

Atol Skills:
- Communication – listening, speaking, reading, writing, non-verbal
- Research – formulating questions, reading, writing, non-verbal
- Science – materials & matter, forces & energy
- Art – visual arts
- Social Studies – social organization & culture, human & natural environment, resources & environment
- PSPE – Identity, interactions
- Religious Studies

Math – number, data handling, measurement

Religious Studies
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**CENTRAL IDEA:**
People express changes through their lives

**LINES OF INQUIRY:**
- Physical characteristics and growth (change)
- Similarities and differences between ourselves and others (perspective)

**KEY CONCEPTS:**
Change, perspective

**RELATED CONCEPTS:**
Interpretation

**LEARNER PROFILE:**
Open-minded, thinkers, inquirers

**AToL SKILLS:**
Social – Interpersonal relationships, Emotional intelligence
Research-Information literacy-
Formulating & planning, data gathering & recording, evaluating & communicating
Thinking – Critical thinking-Analyzing, evaluating, forming decisions, Creative thinking-generating novel ideas, consider new perspectives-
Information Transfer
Research – Information literacy-
Formulating and planning, data gathering & recording, evaluating & communicating, -Media literacy
Self-Management – Organization, states of mindfulness, perseverance, emotional management, self-motivation, resilience

**PYP Scope & Sequence strands:**
Language – oral, visual & written
Social Studies – social organization and culture
PSPE – Identity, interactions, active living
Math-Measurement

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**CENTRAL IDEA:**
Humans need shelter

**LINES OF INQUIRY:**
- Homes through time (change, connection)
- The effect of the environment on homes (change, connection)
- The purpose of shelter (function)

**KEY CONCEPTS:**
Change, function, connection

**RELATED CONCEPTS:**
Adaptation, geography

**LEARNER PROFILE:**
Thinkers, knowledgeable, open-minded

**AToL SKILLS:**
Thinking – Critical thinking-analyzing, evaluating, forming decisions - Creative thinking-generating novel ideas, consider new perspectives - Information Transfer - Research – Information literacy - Formulating and planning, data gathering & recording, evaluating & communicating, - Media literacy - Self-Management – Organization, states of mindfulness, perseverance, emotional management, self-motivation, resilience

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**CENTRAL IDEA:**
People express their feelings in many ways

**LINES OF INQUIRY:**
- Different feelings (form)
- Ways people express their feelings (connection, causation)
- Artistic expression of feelings (form, connection)

**KEY CONCEPTS:**
Causation, connection, form

**RELATED CONCEPTS:**
Values

**LEARNER PROFILE:**
Balanced, reflective, communicators, caring

**AToL SKILLS:**

**PYP Scope & Sequence strands:**
Language – oral, visual & written
Social Studies – social organization and culture
PSPE – Identity, interactions, active living
Math-Shape & space
Arts-Visual arts
Religious Studies

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<table>
<thead>
<tr>
<th>An inquiry into</th>
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</thead>
<tbody>
<tr>
<td><strong>How The World Works</strong></td>
</tr>
<tr>
<td>An inquiry into the interconnection of 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.</td>
</tr>
</tbody>
</table>

**CENTRAL IDEA:**
People play a role in a community

**LINES OF INQUIRY:**
- Roles within a community (function)
- Effects of jobs on people’s daily lives (perspective)
- Definition of a community (form)

**KEY CONCEPTS:**
Form, perspective, function

**RELATED CONCEPTS:**
Values

**LEARNER PROFILE:**
Thinkers, inquirers, knowledgeable, risk-taker

**AToL SKILLS:**

**PYP Scope & Sequence strands:**
Language – oral, visual & written
Social Studies – social organization and culture
PSPE – Identity, interactions, active living
Math-Number, data handling, shape & space
Arts-Visual arts & drama

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<td><strong>How We Organize Ourselves</strong></td>
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<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**CENTRAL IDEA:**
Resolving conflict is useful to achieve goals

**LINES OF INQUIRY:**
- Definition of conflict (form)
- Conflict resolution (responsibility)
- Causes of conflict (causation)

**KEY CONCEPTS:**
Form, causation, responsibility

**RELATED CONCEPTS:**
Consequences, responsibility

**LEARNER PROFILE:**
Open-minded, communicators, principled, risk-taker

**AToL SKILLS:**

**PYP Scope & Sequence strands:**
Language – oral, visual & written
Social Studies – social organization and culture
PSPE – Identity, interactions, active living
Math-Measurement

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<tbody>
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<td><strong>Sharing the Planet</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**CENTRAL IDEA:**
Resolving conflict is useful to achieve goals