

	<p style="text-align: center;"><b>An inquiry into Who We Are</b></p> <p style="text-align: center;">An inquiry into the <b>nature of the self</b>; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures</b>; rights and responsibilities; <b>what it means to be human.</b></p>	<p style="text-align: center;"><b>An inquiry into Where We are in Place and Time</b></p> <p style="text-align: center;">An inquiry into <b>orientation in place and time</b>; <b>personal histories</b>; homes and journeys; the discoveries, explorations and migrations of humankind; <b>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</b></p>	<p style="text-align: center;"><b>An inquiry into How We Express Ourselves</b></p> <p style="text-align: center;">An inquiry into the ways in which we discover and <b>express ideas, feelings, nature, culture, beliefs and values</b>; <b>the ways in which we reflect on, extend and enjoy our creativity</b>; our appreciation of the aesthetic.</p>	<p style="text-align: center;"><b>An inquiry into How The World Works</b></p> <p style="text-align: center;">An inquiry into the <b>natural world and its laws</b>; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles</b>; <b>the impact of scientific and technological advances on society and on the environment.</b></p>	<p style="text-align: center;"><b>An inquiry into How We Organize Ourselves</b></p> <p style="text-align: center;">An inquiry into the interconnectedness of human made systems and communities; <b>the structure and function of organizations</b>; <b>societal decision-making</b>; <b>economic activities and their impact on humankind and the environment.</b></p>	<p style="text-align: center;"><b>An inquiry into Sharing the Planet</b></p> <p style="text-align: center;">An inquiry into <b>rights and responsibilities in the struggle to share finite resources with other people and with other living things</b>; communities and the relationships within and between them; <b>access to equal opportunities</b>; peace and conflict resolution.</p>
<b>Grade 6</b>	<p><b>CENTRAL IDEA:</b> Interpersonal skills allow groups to accomplish goals</p> <p><b>LINES OF INQUIRY:</b> -How choices affect our emotional reactions (function, connection) -Personal strategies for collaboration (connection) -Strategies for resolving conflict (connection, responsibility)</p> <p><b>KEY CONCEPTS:</b> Change, connection, responsibility</p> <p><b>RELATED CONCEPTS:</b> Tolerance, respect</p> <p><b>LEARNER PROFILE:</b> ALL</p> <p><b>AtoL SKILLS:</b> Self-management-Organization, states of mind Social Skills – Interpersonal relationships, emotional intelligence Communication Skills – Exchanging information, literacy, ICT</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT PSPE- Identity, interactions, active living Arts-visual arts Religious Studies</p>	<p><b>CENTRAL IDEA:</b> Ancient civilizations have an influence on modern culture</p> <p><b>LINES OF INQUIRY:</b> - Elements of a civilization (function) - Similarities and differences with past civilizations (connection) - Aspects of past civilizations that influence present day civilizations (change, connection)</p> <p><b>KEY CONCEPTS:</b> Function, connection, change</p> <p><b>RELATED CONCEPTS:</b> Culture, evolution</p> <p><b>LEARNER PROFILE:</b> Inquirers, thinkers, knowledgeable</p> <p><b>AtoL SKILLS:</b> Communication – Exchanging Information-Listening, interpreting, speaking –Literacy-Reading, writing, -ICT Research – Information literacy-Formulating &amp; planning, data gathering &amp; recording, synthesizing &amp; interpreting, evaluating &amp; communicating –Media literacy –Ethical use of media/information Thinking – Critical Thinking-Analyzing, evaluating, forming decisions –Reflection &amp; metacognition</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Social Studies – continuity &amp; change through time, social organization &amp; culture Arts- visual arts ICT</p>	<p><b>CENTRAL IDEA:</b> Exhibition</p> <p><b>LINES OF INQUIRY:</b></p> <p><b>KEY CONCEPTS:</b> ALL</p> <p><b>RELATED CONCEPTS:</b></p> <p><b>LEARNER PROFILE:</b> ALL</p> <p><b>AtoL SKILLS:</b> ALL</p> <p><b>PYP Scope &amp; Sequence strands:</b> ALL</p>	<p><b>CENTRAL IDEA:</b> Various adaptations and designs make flight possible</p> <p><b>LINES OF INQUIRY:</b> - The way air interacts with objects in flight (connection) - The properties of air (form) - Movement creates change in the pattern of flight (connection, causation)</p> <p><b>KEY CONCEPTS:</b> Connection, form, causation</p> <p><b>RELATED CONCEPTS:</b> Energy, aerodynamics, forces</p> <p><b>LEARNER PROFILE:</b> Inquirers, risk-takers, knowledgeable</p> <p><b>AtoL SKILLS:</b> Thinking – Critical thinking-Analyzing, evaluating, forming decisions –Creative thinking- Generating novel ideas, consider new perspectives –Reflection &amp; metacognition Self-Management – Organization, states of mind-- perseverance, self-motivation, resilience Research – Information literacy-Formulating &amp; planning, data gathering &amp; recording, synthesizing &amp; interpreting, evaluating &amp; communicating</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Science – materials &amp; matter, forces &amp; energy Social Studies- continuity &amp; change through time, social organization &amp; culture, human &amp; natural environments Math- measurement</p>	<p><b>CENTRAL IDEA:</b> Collecting and organizing data helps people make decisions</p> <p><b>LINES OF INQUIRY:</b> - Different methods of collecting data (form) - Different methods of presenting data (perspective) - Decisions made from data (perspective)</p> <p><b>KEY CONCEPTS:</b> Perspective, function, form</p> <p><b>RELATED CONCEPTS:</b> Statistics</p> <p><b>LEARNER PROFILE:</b> Communicators, open-minded, reflective</p> <p><b>AtoL SKILLS:</b> Thinking – Critical thinking-Analyzing, evaluating, forming decisions –Reflection &amp; metacognition Communication – Exchanging information- Listening, interpreting, speaking –Literacy-Reading, Writing -ICT Research – Information literacy-Formulating &amp; planning, data gathering &amp; recording, synthesizing, &amp; interpreting, evaluating &amp; communicating</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – visual &amp; written Mathematics – number, data handling ICT</p>	<p><b>CENTRAL IDEA:</b> Biodiversity sustains life on Earth</p> <p><b>LINES OF INQUIRY:</b> - Characteristics of a forest (form) - Systems within a forest (form, causation) - The value of trees and forests (responsibility)</p> <p><b>KEY CONCEPTS:</b> Form, responsibility, causation</p> <p><b>RELATED CONCEPTS:</b> Classification, ecosystems, conservation</p> <p><b>LEARNER PROFILE:</b> Reflective, thinkers, knowledgeable,</p> <p><b>AtoL SKILLS:</b> Thinking – Critical thinking-Evaluating, forming decisions –Creative thinking-Generating novel ideas –Reflection &amp; metacognition Research – Information literacy-Formulating &amp; planning, data gathering &amp; recording, synthesizing &amp; interpreting, evaluating &amp; communicating –Media literacy Self-Management – Organization</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Science – living things, earth and space Social Studies – resources &amp; the environment, human &amp; natural environments</p>

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<p><b>Grade 5</b></p>	<p><b>CENTRAL IDEA:</b> A person’s identity shapes his or her growth</p> <p><b>LINES OF INQUIRY:</b> - 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)</p> <p><b>KEY CONCEPTS:</b> Form, responsibility, connection</p> <p><b>RELATED CONCEPTS:</b> Culture, family</p> <p><b>LEARNER PROFILE:</b> Reflective, communicators, balanced</p> <p><b>Atol SKILLS:</b> Communication – Exchanging information-Listening, interpreting – Literacy-Reading, writing Thinking – Critical thinking-Analyzing, evaluating, forming decisions -Creative thinking-Consider new perspectives - Information transfer –Reflection &amp; metacognition Self-Management – Organization, states of mind-Mindfulness, Perseverance, emotional management, self-motivatiOn, resilience</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written PSPE – Identity, interactions Math – data handling</p>	<p><b>CENTRAL IDEA:</b> Historical events create opportunities for change</p> <p><b>LINES OF INQUIRY:</b> - Ways famous people inspire us (perspective) - Pivotal events in history (change, connection) - Human rights (change, perspective)</p> <p><b>KEY CONCEPTS:</b> Perspective, change, connection</p> <p><b>RELATED CONCEPTS:</b> Chronology, impact</p> <p><b>LEARNER PROFILE:</b> Risk-takers, communicators , open-minded</p> <p><b>Atol SKILLS:</b> Social – Interpersonal relationships, social &amp; emotional intelligence Research – Information literacy-Formulating &amp; planning, data gathering &amp; recording, synthesizing &amp; interpreting, evaluating &amp; communicating –Media literacy –Ethical use of media/information Self-Management – Organization</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Social Studies – continuity &amp; change through time, social organization &amp; culture Arts – music</p>	<p><b>CENTRAL IDEA:</b> Stories communicate ideas in a variety of ways</p> <p><b>LINES OF INQUIRY:</b> - Techniques used to express a story (perspective, function) - The impact of stories (perspective, function) - The ways in which stories are shared (form, function)</p> <p><b>KEY CONCEPTS:</b> Perspective, form, function</p> <p><b>RELATED CONCEPTS:</b> Genres</p> <p><b>LEARNER PROFILE:</b> Communicators, caring, open-minded</p> <p><b>Atol SKILLS:</b> Social – Interpersonal relationships, social &amp; emotional intelligence Communication – Exchanging information-Listening, interpreting, speaking –Literacy-reading, writing -ICT Self-Management – Organization, states of mind-Mindfulness, Perseverance, emotional management, self-motivatiOn, resilience</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Social Studies – continuity &amp; change through time, social organization &amp; culture Arts – visual arts, music Religious Studies</p>	<p><b>CENTRAL IDEA:</b> Ecosystems affect communities</p> <p><b>LINES OF INQUIRY:</b> - Interactions between living and non-living things (Connection) - Plant and animal adaptations (Change) - Preservation of ecosystems (Responsibility)</p> <p><b>KEY CONCEPTS:</b> Connection, change, responsibility</p> <p><b>RELATED CONCEPTS:</b> systems, conservation, interdependence</p> <p><b>LEARNER PROFILE:</b> Knowledgeable, inquirers, reflective</p> <p><b>Atol SKILLS:</b> Thinking- Critical thinking-Analyzing, evaluating, forming decisions –Creative thinking- Generating novel ideas, consider new perspectives –Information transfer, reflection &amp; metacognition Research- Information literacy-Formulating &amp; planning, data gathering &amp; recording, synthesizing &amp; interpreting, evaluating &amp; communicating –Media literacy –Ethical use of media/information Social-Interpersonal relationships, social and emotional intelligence</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language- oral, visual &amp; written, ICT Science- living things, earth &amp; space PSPE- interactions</p>	<p><b>CENTRAL IDEA:</b> Economic actions affect climate and the environment</p> <p><b>LINES OF INQUIRY:</b> - Climate and weather (form) - Weather trends over time (change) - Economic effects on climate change (causation)</p> <p><b>KEY CONCEPTS:</b> Change, causation, form</p> <p><b>RELATED CONCEPTS:</b> Statistics, supply &amp; demand, analysis</p> <p><b>LEARNER PROFILE:</b> Principled, risk-takers, inquirers</p> <p><b>Atol SKILLS:</b> Thinking – Critical thinking-Analyzing, evaluating, forming decisions -Creative thinking- Generating novel ideas, consider new perspectives -Information transfer –Reflection &amp; metacognition Research- Information literacy-Formulating &amp; planning, data gathering &amp; 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<b>Grade 4/5</b>	<p><b>CENTRAL IDEA:</b> Communicating our feelings helps to build positive relationships</p> <p><b>LINES OF INQUIRY:</b> - Making decisions (causation) - Respecting others (connection) - Considering viewpoints (perspective)</p> <p><b>KEY CONCEPTS:</b> Causation, connection, perspective</p> <p><b>RELATED CONCEPTS:</b> Decision making, belonging</p> <p><b>LEARNER PROFILE:</b> Thinkers, reflective, open-minded</p> <p><b>AtoL SKILLS:</b> 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</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language Arts- Social Studies- PSPE-</p>	<p><b>CENTRAL IDEA:</b> People and events help shape a community’s identity</p> <p><b>LINES OF INQUIRY:</b> - Influence of different cultures on identity (connection, change) - Defining moments in history (change, perspective) - Diversity of a location’s heritage (change)</p> <p><b>KEY CONCEPTS:</b> Change, perspective, connection</p> <p><b>RELATED CONCEPTS:</b> Settlements, settlers, exploration</p> <p><b>LEARNER PROFILE:</b> Knowledgeable, thinker, reflective</p> <p><b>AtoL SKILLS:</b> Thinking-Critical thinking-Analyzing, evaluating, forming decisions –Creative thinking-Generating novel ideas, consider new perspectives–Reflection &amp; metacognition Communication-- Exchanging Information-Listening, interpreting, speaking –Literacy-Reading, writing -ICT Research- Information literacy- Formulating &amp; planning, data gathering &amp; recording, synthesizing &amp; interpreting, evaluating &amp; communicating –Media literacy -Ethical use of media/information</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language Arts- Social Studies- Arts-</p>	<p><b>CENTRAL IDEA:</b> People write for a variety of reasons</p> <p><b>LINES OF INQUIRY:</b> - Writing genres (form, function) - Writing for an audience (perspective)</p> <p><b>KEY CONCEPTS:</b> Form, function, perspective</p> <p><b>RELATED CONCEPTS:</b> Expression, communication, messages</p> <p><b>LEARNER PROFILE:</b> Communicator, open-minded, knowledgeable</p> <p><b>AtoL SKILLS:</b> Communication- Exchanging Information- Listening, interpreting, speaking – Literacy-Reading, writing -ICT Self-Management- Organization, states of mind--mindfulness, perseverance, emotional management, self-motivation, resilience Social- Interpersonal relationships</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language Arts- Social Studies Arts-</p>	<p><b>CENTRAL IDEA:</b> Living things interact with each other and their environment</p> <p><b>LINES OF INQUIRY:</b> - Roles of plants and animals in an ecosystem (function, change, responsibility) - Symbiosis (responsibility, change) - The equilibrium of an ecosystem (change, responsibility)</p> <p><b>KEY CONCEPTS:</b> Function, change, responsibility</p> <p><b>RELATED CONCEPTS:</b> Organisms</p> <p><b>LEARNER PROFILE:</b> Knowledgeable, thinkers, inquirers</p> <p><b>AtoL SKILLS:</b> Thinking- Research- Social/ Self-Management-</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language Arts- Social Studies- Arts-</p>	<p><b>CENTRAL IDEA:</b> Stories connect the past to the present</p> <p><b>LINES OF INQUIRY:</b> - Cultural identity and diversity (causation) - Facts and opinions (perspective) - The evolution of a society (causation, change)</p> <p><b>KEY CONCEPTS:</b> Causation, perspective, change</p> <p><b>RELATED CONCEPTS:</b> Community, culture, history</p> <p><b>LEARNER PROFILE:</b> Open-minded, caring, principled</p> <p><b>AtoL SKILLS:</b> Research- Information literacy- Formulating &amp; planning, data gathering &amp; recording, synthesizing &amp; interpreting, evaluating &amp; communicating –Media literacy -Ethical use of media/information Thinking- Critical thinking-Analyzing, evaluating, forming decisions –Creative thinking-Generating novel ideas, consider new perspectives–Reflection &amp; metacognition Communication- Exchanging Information-Listening, interpreting, speaking – Literacy-Reading, writing -ICT</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language Arts- Social Studies-</p>	<p><b>CENTRAL IDEA:</b> Waste and weather have an effect on humans and the environment</p> <p><b>LINES OF INQUIRY:</b> - Scientific exploration and investigation (form) - The positive and negative effects on the environment (connection, responsibility)</p> <p><b>KEY CONCEPTS:</b> Form, connection, responsibility</p> <p><b>RELATED CONCEPTS:</b> Resources, sustainability</p> <p><b>LEARNER PROFILE:</b> Knowledgeable, caring, balanced</p> <p><b>AtoL SKILLS:</b> Research- Information literacy- Formulating &amp; planning, data gathering &amp; recording, synthesizing &amp; interpreting, evaluating &amp; communicating –Media literacy Thinking- Critical thinking-Analyzing, evaluating, forming decisions –Creative thinking-Generating novel ideas, consider new perspectives–Information Transfer Reflection &amp; metacognition Self-Management-Organization, states of mind--mindfulness, perseverance, emotional management, self-motivation, resilience</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language Arts- Science- Social Studies- Arts-</p>

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<b>Grade 4</b>	<p><b>CENTRAL IDEA:</b> Change impacts our identity</p> <p><b>LINES OF INQUIRY:</b> - 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)</p> <p><b>KEY CONCEPTS:</b> Change, causation, responsibility</p> <p><b>RELATED CONCEPTS:</b> Growth, well-being, consequences</p> <p><b>LEARNER PROFILE:</b> Knowledgeable, balanced</p> <p><b>AtoL SKILLS:</b> Communication – Exchanging Information-Listening, interpreting, speaking –Literacy-Reading, writing Self-management – States of mind-mindfulness, perseverance, emotional management, self-motivation, resilience Research – Information literacy-Formulating &amp; planning, data gathering &amp; recording, synthesizing &amp; interpreting, evaluating &amp; communicating</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written PSPE – Identity, interactions, active living Religious Studies</p>	<p><b>CENTRAL IDEA:</b> Immigration affects culture</p> <p><b>LINES OF INQUIRY:</b> - Influence of different cultures on identity (perspective) - Influence of other societies on a culture (change) - Reasons for immigration (causation)</p> <p><b>KEY CONCEPTS:</b> Change, perspective, causation</p> <p><b>RELATED CONCEPTS:</b> Diversity, traditions, values &amp; beliefs</p> <p><b>LEARNER PROFILE:</b> Open-minded, inquirers, caring</p> <p><b>AtoL SKILLS:</b> Research – Information literacy-Formulating &amp; planning, data gathering &amp; recording, synthesizing &amp; interpreting, evaluating &amp; communicating -Ethical use of media/information Communication – Exchanging Information-Listening, interpreting, speaking –Literacy-Reading, writing Social-Interpersonal relationships</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written Social Studies – continuity &amp; change through time, social organization &amp; culture Art- visual arts, music Religious Studies</p>	<p><b>CENTRAL IDEA:</b> Storytelling brings history to life</p> <p><b>LINES OF INQUIRY:</b> - Stories share information about history (connection) - Personal stories are a part of one’s history (connection) - Stories impact change (change, perspective)</p> <p><b>KEY CONCEPTS:</b> Connection, perspective, change</p> <p><b>RELATED CONCEPTS:</b> Family, culture, communication</p> <p><b>LEARNER PROFILE:</b> Knowledgeable, risk-takers, open-minded</p> <p><b>AtoL SKILLS:</b> Social –Social and emotional intelligence Thinking – Critical thinking-Analyzing, evaluating, Creative thinking-generating novel ideas, consider new perspectives Communication – Exchanging Information-Listening, interpreting, speaking –Literacy-Reading, writing -ICT</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Social Studies – continuity &amp; change through time, social organization &amp; culture Religious Studies</p>	<p><b>CENTRAL IDEA:</b> Simple machines are used to help with work</p> <p><b>LINES OF INQUIRY:</b> - Simple and complex machines (form, function) - The scientific process (form) - The relationships among work, machines, force and motion (connection)</p> <p><b>KEY CONCEPTS:</b> Form, function, connection</p> <p><b>RELATED CONCEPTS:</b> Properties, force, energy</p> <p><b>LEARNER PROFILE:</b> Inquirer, thinker, reflective</p> <p><b>AtoL SKILLS:</b> Thinking – Critical thinking-Analyzing, evaluating, Creative thinking-generating novel ideas, consider new perspectives Self-Management – Organization, states of mind--mindfulness, perseverance, emotional management, self-motivation, resilience Social – Interpersonal relationships</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Science – forces &amp; energy, materials &amp; matter Math – data handling, measurement Art- music Religious Studies</p>	<p><b>CENTRAL IDEA:</b> Numbers influence decision making</p> <p><b>LINES OF INQUIRY:</b> - Numbers in different forms (form, connection) - Effects numbers have on decision making (connection) -Measurement promotes responsibility (causation)</p> <p><b>KEY CONCEPTS:</b> Form, connection, causation</p> <p><b>RELATED CONCEPTS:</b> Numbers, problem solving, measurement</p> <p><b>LEARNER PROFILE:</b> Principled, reflective, communicators</p> <p><b>AtoL SKILLS:</b> Thinking – Critical thinking-Analyzing, evaluating, forming decisions – Information transfer –Reflection &amp; metacognition Communication – Exchanging Information-Listening, interpreting, speaking –Literacy-Reading, writing Self-Management-Organization</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – visual &amp; written Mathematics – number, data handling Social Studies – human systems &amp; economic activities Religious Studies</p>	<p><b>CENTRAL IDEA:</b> Humans have an effect on the environment</p> <p><b>LINES OF INQUIRY:</b> - Types of waste (form) - The effects of pollution (responsibility function) - How humans have and continue to impact the environment (responsibility)</p> <p><b>KEY CONCEPTS:</b> Form, function, responsibility</p> <p><b>RELATED CONCEPTS:</b> Conservation</p> <p><b>LEARNER PROFILE:</b> Principled, caring, risk-takers</p> <p><b>AtoL SKILLS:</b> Thinking – Critical thinking-Analyzing, evaluating, forming decisions – Information transfer –Reflection &amp; metacognition Social – interpersonal relationships Research – Information literacy-Formulating &amp; planning, data gathering &amp; recording, synthesizing &amp; interpreting, evaluating &amp; communicating -Media literacy</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Science – earth &amp; space, forces &amp; energy Social Studies – resources &amp; the environment Math – data handling, measurement, number Religious Studies</p>



	<p style="text-align: center;"><b>An inquiry into Who We Are</b></p> <p style="text-align: center;">An inquiry into the <b>nature of the self; beliefs and values; personal, physical, mental, social and spiritual health;</b> human relationships including families, friends, communities, and cultures; <b>rights and responsibilities;</b> what it means to be human.</p>	<p style="text-align: center;"><b>An inquiry into Where We Are in Place and Time</b></p> <p style="text-align: center;">An inquiry into <b>orientation in place and time;</b> personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <b>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</b></p>	<p style="text-align: center;"><b>An inquiry into How We Express Ourselves</b></p> <p style="text-align: center;">An inquiry into the ways in <b>which we discover and express ideas, feelings, nature, culture, beliefs and values;</b> the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p style="text-align: center;"><b>An inquiry into How The World Works</b></p> <p style="text-align: center;">An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</b></p>	<p style="text-align: center;"><b>An inquiry into How We Organize Ourselves</b></p> <p style="text-align: center;">An inquiry into the <b>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.</b></p>	<p style="text-align: center;"><b>An inquiry into Sharing the Planet</b></p> <p style="text-align: center;">An inquiry into <b>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;</b> access to equal opportunities; peace and conflict resolution.</p>
<b>Grade 3</b>	<p><b>CENTRAL IDEA:</b> Human experiences shape one’s life</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>- Recognizing emotions (causation)</li> <li>- Personal strategies and ones’ well-being (change)</li> <li>- The rights and responsibilities of a child (responsibility)</li> </ul> <p><b>KEY CONCEPTS:</b> Responsibility, causation , change</p> <p><b>RELATED CONCEPTS:</b> Community, control, self-regulation</p> <p><b>LEARNER PROFILE:</b> Reflective, principled, balanced</p> <p><b>AtoL SKILLS:</b> Communication – Exchanging Information-Listening, interpreting, speaking -Literacy-Reading, Writing Social – Interpersonal relationships, social and emotional intelligence Self-management – Organization, states of mind--mindfulness, perseverance, emotional management, self-motivation, resilience</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written Social Studies – social organization &amp; culture PSPE – Identity, interactions Art – visual arts Religious Studies</p>	<p><b>CENTRAL IDEA:</b> Communities have different qualities of life</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>- Define quality of life (form, connection)</li> <li>- Differences in quality of life (perspective)</li> <li>- Ways quality of life is affected (form, connection, perspective)</li> </ul> <p><b>KEY CONCEPTS:</b> Form, connection, perspective</p> <p><b>RELATED CONCEPTS:</b> Relationships, subjectivity, impact</p> <p><b>LEARNER PROFILE:</b> Knowledgeable, communicator, risk-taker</p> <p><b>AtoL SKILLS:</b> Research – Information Literacy-Formulating &amp; planning, data gathering &amp; recording, synthesizing &amp; interpreting, evaluating &amp; communicating –Media literacy, Ethical use of media/information Thinking – Critical thinking-Analyzing, evaluating, forming decisions –Creative thinking-generating novel ideas, consider new perspectives –Reflection &amp; metacognition Communication – Exchanging information- Listening, interpreting, speaking –Literacy-Reading, writing –ICT</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written Social Studies – social organization &amp; culture, human &amp; natural environment PSPE- Identity, interactions Religious Studies</p>	<p><b>CENTRAL IDEA:</b> Beliefs and values of a culture are expressed in diverse ways</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>- The elements of a story (form, function)</li> <li>- Stories express the beliefs and values of a culture (perspective)</li> <li>-Traditions of a culture (form)</li> </ul> <p><b>KEY CONCEPTS:</b> Form, function, perspective</p> <p><b>RELATED CONCEPTS:</b> Genres, traditions</p> <p><b>LEARNER PROFILE:</b> Reflective, principled, caring</p> <p><b>AtoL SKILLS:</b> Communication -Exchanging information-Listening, interpreting, speaking – Literacy-Reading, writing –ICT Thinking – Critical thinking-Analyzing, evaluating, forming decisions –Creative thinking-Generating novel ideas, consider new perspectives –Information transfer - Reflection &amp; metacognition Social – Interpersonal relationships, social and emotional intelligence</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written Social Studies – social organization &amp; culture PSPE – Identity, interactions Art – visual arts, music Religious Studies</p>	<p><b>CENTRAL IDEA:</b> Structures are built with specific materials and designs to enhance societal development</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>- The characteristics of a structure (function)</li> <li>- Connection between the needs of the environment and design of a structure (connection)</li> <li>- Materials and resources considered when building a stable structure (change)</li> </ul> <p><b>KEY CONCEPTS:</b> Function, change, connection</p> <p><b>RELATED CONCEPTS:</b> Properties, resources, organization</p> <p><b>LEARNER PROFILE:</b> Inquirers, thinkers, risk-takers</p> <p><b>AtoL SKILLS:</b> Thinking – acquisition of knowledge, application, analysis, evaluation, dialectical thought, metacognition Research – formulating questions, observing, planning, collecting data, recording data, organizing data, presenting research findings Self-Management – safety, organization, spatial awareness, time management <b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Science – materials &amp; matter, forces &amp; energy Art – visual arts Social- Social organization &amp; culture, human &amp; natural environments, resources &amp; environment Religious Studies Math- – data handling, measurement</p>	<p><b>CENTRAL IDEA:</b> Exchanging of goods impacts the development of a community</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>-Relationships of imports and exports (causation, connection)</li> <li>-Supply and demand (causation)</li> <li>-The role of non-governmental agencies (function)</li> </ul> <p><b>KEY CONCEPTS:</b> Function, causation, connection</p> <p><b>RELATED CONCEPTS:</b> Supply and demand, structure, resources</p> <p><b>LEARNER PROFILE:</b> Open-minded, Thinker, caring</p> <p><b>AtoL SKILLS:</b> Research- Information Literacy-Formulating &amp; planning, data gathering &amp; recording, synthesizing &amp; interpreting, evaluating &amp; communicating –Media literacy, Ethical use of media/information Thinking- Critical thinking-Analyzing, evaluating, forming decisions –Creative thinking-Generating novel ideas, consider new perspectives –Information transfer - Reflection &amp; metacognition Social— Interpersonal relationships,</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written Social Studies- human systems &amp; economic activities, social organization &amp; culture, resources &amp; environment, Art- visual arts, PSPE- Identity, interactions Religious Studies</p>	<p><b>CENTRAL IDEA:</b> Animals are affected by changes in their habitat</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>- Adaptations of animals to their environment (change, causation)</li> <li>- Environmental conditions that threaten animal survival (change, causation)</li> <li>- Maintaining habitats (responsibility)</li> </ul> <p><b>KEY CONCEPTS:</b> Causation, change, responsibility</p> <p><b>RELATED CONCEPTS:</b> Conservation, organism</p> <p><b>LEARNER PROFILE:</b> Inquirers, thinkers, knowledgeable</p> <p><b>AtoL SKILLS:</b> Communication – listening, speaking, reading, writing, non-verbal Research – formulating questions, observing, collecting-recording-organizing data, presenting research findings Self-Management-Organization</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Science – living things, earth and space Social- human &amp; natural environment, resources &amp; environment Math—number, data handling, measurement Religious Studies</p>

	<p style="text-align: center;"><b>An inquiry into Who We Are</b></p> <p style="text-align: center;">An inquiry into the <b>nature of the self; beliefs and values; personal, physical, mental, social and spiritual health;</b> human relationships including families, friends, communities, and cultures; <b>rights and responsibilities;</b> what it means to be human.</p>	<p style="text-align: center;"><b>An inquiry into Where We Are in Place and Time</b></p> <p style="text-align: center;">An inquiry into <b>orientation in place and time; personal histories; homes and journeys;</b> the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p style="text-align: center;"><b>An inquiry into How We Express Ourselves</b></p> <p style="text-align: center;">An inquiry into the ways in which we <b>discover and express ideas,</b> feelings, nature, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</b></p>	<p style="text-align: center;"><b>An inquiry into How The World Works</b></p> <p style="text-align: center;">An inquiry into the <b>natural world and its laws;</b> the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</b></p>	<p style="text-align: center;"><b>An inquiry into How We Organize Ourselves</b></p> <p style="text-align: center;">An inquiry into the <b>interconnectedness of human made systems and communities;</b> the structure and function of organizations; societal decision-making; <b>economic activities and their impact on humankind and the environment.</b></p>	<p style="text-align: center;"><b>An inquiry into Sharing the Planet</b></p> <p style="text-align: center;">An inquiry into <b>rights and responsibilities in the struggle to share finite resources with other people and with other living things;</b> communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<b>Grade 2</b>	<p><b>CENTRAL IDEA:</b> Lifestyle choices relate to our overall health</p> <p><b>LINES OF INQUIRY:</b> - Effects of our lifestyle choices (causation) - Emotional, spiritual, social, &amp; physical well-being (change) - Rights and responsibilities of lifestyle choices (change, responsibility)</p> <p><b>KEY CONCEPTS:</b> Responsibility, change, causation <b>RELATED CONCEPTS:</b> Body systems, growth, strength &amp; endurance</p> <p><b>LEARNER PROFILE:</b> Thinker, reflective, balanced</p> <p><b>AtoL SKILLS:</b> Self-management – States of mind--mindfulness, perseverance, emotional management, self-motivation, resilience Social – Interpersonal relationships Research-Information literacy- synthesizing and interpreting</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT PSPE – Identity, interactions, active living Religious Studies</p>	<p><b>CENTRAL IDEA:</b> History influences the transformation of a community</p> <p><b>LINES OF INQUIRY:</b> - Establishing communities (change, connection, perspective) - Changes in a community over time (change, perspective) - History of a community (perspective)</p> <p><b>KEY CONCEPTS:</b> Change, perspective, connection <b>RELATED CONCEPTS:</b> History, traditions, chronology</p> <p><b>LEARNER PROFILE:</b> Reflective, inquirer, thinker</p> <p><b>AtoL SKILLS:</b> Research – Information literacy-Evaluate and communicate Thinking – Critical thinking-Analyzing, evaluating, forming decisions Communication – ICT</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Social Studies – continuity &amp; change through time, social organization &amp; culture Arts – visual arts Religious Studies</p>	<p><b>CENTRAL IDEA:</b> People create art in a variety of ways to communicate</p> <p><b>LINES OF INQUIRY:</b> - Elements of art (form, function) - Personal preferences in appreciation of the arts (perspective) - Different mediums to produce art (form, function)</p> <p><b>KEY CONCEPTS:</b> Form, perspective, function <b>RELATED CONCEPTS:</b> Emotions, art forms (dance, music, drama, visual arts)</p> <p><b>LEARNER PROFILE:</b> Communicators, inquirers, open-minded</p> <p><b>AtoL SKILLS:</b> Communication Exchanging information Thinking – Critical thinking-Analyzing, evaluating, forming decisions, -Creative Thinking-Generating novel ideas, consider new perspectives, -Reflection and Metacognition Social-Social and emotional intelligence</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written Arts – visual arts Math – shape &amp; space PSPE- Identity, interactions Religious Studies</p>	<p><b>CENTRAL IDEA:</b> People apply their understanding of buoyancy to invent and create</p> <p><b>LINES OF INQUIRY:</b> - Principles of buoyancy (form, connection) - Properties of water (form) - Materials to be considered when building a floatation device (form, function, connection)</p> <p><b>KEY CONCEPTS:</b> Form, function, connection <b>RELATED CONCEPTS:</b> Structures, sustainability</p> <p><b>LEARNER PROFILE:</b> Reflective, risk-takers, knowledgeable</p> <p><b>AtoL SKILLS:</b> Thinking – Information transfer Research – Information literacy-Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating Self-Management – Organization</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Science – materials &amp; matter, forces &amp; energy Math- measurement, data handling, shape &amp; space</p>	<p><b>CENTRAL IDEA:</b> Geography impacts the resources of a community</p> <p><b>LINES OF INQUIRY:</b> - Different resources (form) - Relationships between resources and the economy (connection, responsibility) - Impact of decisions on the environment (connection, responsibility)</p> <p><b>KEY CONCEPTS:</b> Responsibility, connection, form <b>RELATED CONCEPTS:</b> Production, conservation, employment</p> <p><b>LEARNER PROFILE:</b> Open-minded, principled, caring</p> <p><b>AtoL SKILLS:</b> Communication – Exchanging information-Listening, speaking-Literacy-Reading, writing Social – Interpersonal relationships Thinking – Reflection and metacognition</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Social Studies – human systems &amp; economic activities</p>	<p><b>CENTRAL IDEA:</b> Small living things impact the environment</p> <p><b>LINES OF INQUIRY:</b> - Roles within a food chain (causation) - Characteristics of small crawling and flying animals (function) - Different habitats (change)</p> <p><b>KEY CONCEPTS:</b> Function, causation, change <b>RELATED CONCEPTS:</b> Animals, ecosystems, habitat, sustainability</p> <p><b>LEARNER PROFILE:</b> Knowledgeable, principled, caring</p> <p><b>AtoL SKILLS:</b> Communication – Exchanging Information-Listening, interpreting, speaking –Literacy-Reading, writing Research – Information literacy-Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating Self-Management-Organization</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Science – living things, earth and space</p>

	<p style="text-align: center;"><b>An inquiry into Who We Are</b></p> <p style="text-align: center;">An inquiry into <b>the nature of the self</b>; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; <b>rights and responsibilities</b>; what it means to be human.</p>	<p style="text-align: center;"><b>An inquiry into Where We Are in Place and Time</b></p> <p style="text-align: center;">An inquiry into <b>orientation in place and time</b>; <b>personal histories</b>; homes and journeys; the discoveries, explorations and migrations of humankind; <b>the relationships between and the interconnectedness of individuals and civilizations</b>, from local and global perspectives.</p>	<p style="text-align: center;"><b>An inquiry into How We Express Ourselves</b></p> <p style="text-align: center;">An inquiry into the ways in which we <b>discover and express ideas, feelings, nature, culture, beliefs and values</b>; the ways in which we reflect on, <b>extend and enjoy our creativity</b>; <b>our appreciation of the aesthetic</b>.</p>	<p style="text-align: center;"><b>An inquiry into How The World Works</b></p> <p style="text-align: center;">An inquiry into the <b>natural world</b> and its laws; the <b>interaction between the natural world</b> (physical and biological) <b>and human societies</b>; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p style="text-align: center;"><b>An inquiry into How We Organize Ourselves</b></p> <p style="text-align: center;">An inquiry into the <b>interconnectedness of human made systems and communities</b>; <b>the structure and function of organizations</b>; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p style="text-align: center;"><b>An inquiry into Sharing the Planet</b></p> <p style="text-align: center;">An inquiry into <b>rights and responsibilities in the struggle to share finite resources with other people and with other living things</b>; <b>communities and the relationships within and between them</b>; access to equal opportunities; peace and conflict resolution.</p>
<b>Grade 1</b>	<p><b>CENTRAL IDEA:</b> We use our bodies and senses to understand and experience the world around us</p> <p><b>LINES OF INQUIRY:</b> - Our bodies and senses (connection, function) - Sensory adaptations (connection, responsibility) - Ways we use our bodies to explore the world around us (function, connection)</p> <p><b>KEY CONCEPTS:</b> Function, connection, responsibility</p> <p><b>RELATED CONCEPTS:</b> Systems, relationships, safety</p> <p><b>LEARNER PROFILE:</b> Communicators, thinkers, risk-takers</p> <p><b>AtoL SKILLS:</b> Communication- Exchanging information- Listening, interpreting, speaking – Literacy-reading, writing Thinking – Critical thinking-analyzing, evaluating, forming decisions, Self-Management – Organization, states of mind--mindfulness, perseverance, emotional management, self-motivation, resilience</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written Science – living things PSPE – Identity, interactions, active living Math- Data handling &amp; measurement</p>	<p><b>CENTRAL IDEA:</b> Traditions connect people to their past, present and future</p> <p><b>LINES OF INQUIRY:</b> - Ways families change over time (change, causation) - Family traditions and how they have changed (change) - Ways traditions compare throughout the world (perspective, change)</p> <p><b>KEY CONCEPTS:</b> Causation, change, perspective</p> <p><b>RELATED CONCEPTS:</b> Diversity, identity, religion</p> <p><b>LEARNER PROFILE:</b> Open-minded, inquirers, knowledgeable</p> <p><b>AtoL SKILLS:</b> Research – Information literacy- Formulating and planning, data gathering and recording, evaluating and communicating –Media literacy Communication-Exchanging information- Listening, interpreting, speaking – Literacy-reading, writing -ICT Social – Interpersonal relationships</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written Social Studies – continuity &amp; change through time, social organization &amp; culture Arts – visual arts Religious Studies</p>	<p><b>CENTRAL IDEA:</b> People express their culture, feelings and ideas through poetry and song</p> <p><b>LINES OF INQUIRY:</b> - Different forms of poetry and song (form) - Feelings and emotions that poems and songs create (perspective, causation) - How people express themselves through poetry and song (form, causation)</p> <p><b>KEY CONCEPTS:</b> Form, perspective, causation</p> <p><b>RELATED CONCEPTS:</b> Literature, expression</p> <p><b>LEARNER PROFILE:</b> Open-minded, reflective, thinker, risk-takers</p> <p><b>AtoL SKILLS:</b> Communication – Exchanging information-Listening, interpreting, speaking –Literacy-Reading, writing Thinking- Formulating &amp; planning, Social – respecting others, cooperating, group decision making</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written Social Studies – social organization and culture PSPE – Identity, interactions, active living Arts – music, visual arts Religious Studies</p>	<p><b>CENTRAL IDEA:</b> Weather and climate affect our daily lives</p> <p><b>LINES OF INQUIRY:</b> - Seasons affect how we live (connection) - The Earth’s natural cycles (causation, connection) - Define climate change (form)</p> <p><b>KEY CONCEPTS:</b> Form, connection, causation</p> <p><b>RELATED CONCEPTS:</b> Systems, interpretation, impact</p> <p><b>LEARNER PROFILE:</b> Knowledgeable, balanced, communicator</p> <p><b>AtoL SKILLS:</b> Thinking – Critical thinking-Analyzing, evaluating, forming decisions – Generating novel ideas, -Information transfer-Reflection &amp; metacognition Research – Information literacy- Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating &amp; communicating –Media Literacy –Ethical Use of media/information Self-Management-Organization, states of mind--mindfulness, perseverance, emotional management, self-motivation, resilience</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Science – living things, earth and space Art – visual arts Math- number, data handling &amp; measurement PSPE-active living Religious Studies</p>	<p><b>CENTRAL IDEA:</b> Patterns affect people’s lives</p> <p><b>LINES OF INQUIRY:</b> - Characteristics of a pattern (form) - Different kinds of patterns (form, connection) - The effect of patterns on our lives (connection, function)</p> <p><b>KEY CONCEPTS:</b> Connection, form, function</p> <p><b>RELATED CONCEPTS:</b> Relationships, routines</p> <p><b>LEARNER PROFILE:</b> Balanced, communicators, reflective</p> <p><b>AtoL SKILLS:</b> Social – Interpersonal relationships, social and emotional intelligence Thinking – Critical Thinking-Analyzing, evaluating, forming decisions –Creative thinking- Generating novel ideas, consider new perspectives –Information transfer –Reflection and Metacognition Self-Management – Organization, states of mind- mindfulness, perseverance, emotional management, self-motivation, resilience</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written Math – pattern &amp; function Arts- visual arts, music Religious Studies</p>	<p><b>CENTRAL IDEA:</b> The needs of plants and animals to live and grow</p> <p><b>LINES OF INQUIRY:</b> - Relationships amongst living things (responsibility, connection) - Living things are affected by the environment (change) - Observe, describe and compare living things (connection)</p> <p><b>KEY CONCEPTS:</b> Connection, change, responsibility</p> <p><b>RELATED CONCEPTS:</b> Adaptations, habitats</p> <p><b>LEARNER PROFILE:</b> Inquirer, communicators, caring</p> <p><b>AtoL SKILLS:</b> Research- Information literacy- Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating &amp; communicating –Media Literacy –Ethical Use of media/information Communication – Exchanging information-Listening, interpreting, speaking –Literacy-Reading, writing Self-Management-Organization, states of mind- mindfulness, perseverance, emotional management, self-motivation, resilience</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written, ICT Science – living things, earth and space Social- Math-data handling &amp; measurement Religious Studies</p>

	<p style="text-align: center;"><b>An inquiry into Who We Are</b></p> <p style="text-align: center;">An inquiry into the <b>nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships</b> including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p style="text-align: center;"><b>An inquiry into Where We Are in Place and Time</b></p> <p style="text-align: center;">An inquiry into <b>orientation in place and time; personal histories; homes and journeys; the discoveries, explorations</b> and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p style="text-align: center;"><b>An inquiry into How We Express Ourselves</b></p> <p style="text-align: center;">An inquiry into the ways in which we <b>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.</b></p>	<p style="text-align: center;"><b>An inquiry into How The World Works</b></p> <p style="text-align: center;">An inquiry into the natural world and its laws; <b>the interaction between the natural world</b> (physical and biological) and human societies; how humans use their understanding of scientific principles; the <b>impact of scientific and technological advances on society</b> and on the environment.</p>	<p style="text-align: center;"><b>An inquiry into How We Organize Ourselves</b></p> <p style="text-align: center;">An inquiry into the <b>interconnectedness of human made systems and communities; the structure and function of organizations; societal decision-making; economic activities</b> and their impact on humankind and the environment.</p>	<p style="text-align: center;"><b>An inquiry into Sharing the Planet</b></p> <p style="text-align: center;">An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; <b>communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</b></p>
<b>K</b>	<p><b>CENTRAL IDEA:</b> People express changes through their lives</p> <p><b>LINES OF INQUIRY:</b> - Physical characteristics and growth (change) - Similarities and differences between ourselves and others (perspective) - Personal abilities and interests (perspective)</p> <p><b>KEY CONCEPTS:</b> Change, perspective</p> <p><b>RELATED CONCEPTS:</b> Interpretation</p> <p><b>LEARNER PROFILE:</b> Open-minded, thinkers, inquirers</p> <p><b>AtoL SKILLS:</b> Social – Interpersonal relationships, Emotional intelligence Research-Information literacy- Formulating &amp; planning, data gathering &amp; recording, evaluating &amp; communicating Thinking –Critical thinking-Analyzing, evaluating, forming decisions, -Reflection &amp; metacognition</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written Social Studies – social organization and culture PSPE – Identity, interactions, active living Math-Measurement</p>	<p><b>CENTRAL IDEA:</b> Humans need shelter</p> <p><b>LINES OF INQUIRY:</b> - Homes through time (change, connection) - Effect of the environment on homes (change, connection) - The purpose of shelter (function)</p> <p><b>KEY CONCEPTS:</b> Change, function, connection</p> <p><b>RELATED CONCEPTS:</b> Adaptation, geography</p> <p><b>LEARNER PROFILE:</b> Thinkers, knowledgeable, open-minded</p> <p><b>AtoL SKILLS:</b> 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 &amp; recording, evaluating &amp; communicating, -Media literacy Self-Management – Organization, states of mind-mindfulness, perseverance, emotional management, self-motivation, resilience</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written Social Studies – human and natural environments Math-Shape &amp; space Arts-Visual arts Religious Studies-</p>	<p><b>CENTRAL IDEA:</b> People express their feelings in many ways</p> <p><b>LINES OF INQUIRY:</b> - Different feelings (form) - Ways people express their feelings (connection, causation) - Artistic expression of feelings (form, connection)</p> <p><b>KEY CONCEPTS:</b> Causation, connection, form</p> <p><b>RELATED CONCEPTS:</b> Values</p> <p><b>LEARNER PROFILE:</b> Balanced, reflective, communicators, caring</p> <p><b>AtoL SKILLS:</b> Social – Interpersonal relationships, social and emotional intelligence Communication – Exchanging information- listening, interpreting, speaking –Literacy-Reading, writing Self-Management – States of mind-mindfulness, perseverance, emotional management, self-motivation, resilience</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written Social Studies – social organization and culture PSPE – Identity, interactions, active living Arts – visual arts Math-Number, data handling</p>		<p><b>CENTRAL IDEA:</b> People play a role in a community</p> <p><b>LINES OF INQUIRY:</b> - Roles within a community (function) - Effects of jobs on people’s daily lives (perspective) - Definition of a community (form)</p> <p><b>KEY CONCEPTS:</b> Form, perspective, function</p> <p><b>RELATED CONCEPTS:</b> Employment, identity</p> <p><b>LEARNER PROFILE:</b> Thinkers, inquirers, knowledgeable, risk-taker</p> <p><b>AtoL SKILLS:</b> Thinking – Critical thinking-Analyzing, evaluating, forming decisions –Creative Thinking-Generating novel ideas- Information transfer, reflection &amp; metacognition Research – Information literacy- Formulating and planning, data gathering, synthesizing &amp; interpreting, evaluating &amp; communicating -Media literacy Communication – Exchanging information-listening, interpreting, speaking –Literacy-Reading, writing</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written Social Studies – social organization and culture Math- Number, data handling, shape &amp; space PSPE- active living Arts-visual arts &amp; drama</p>	<p><b>CENTRAL IDEA:</b> Resolving conflict is useful to achieve goals</p> <p><b>LINES OF INQUIRY:</b> -Definition of conflict (form) -Conflict resolution (responsibility) -Causes of conflict (causation)</p> <p><b>KEY CONCEPTS:</b> Form, causation, responsibility</p> <p><b>RELATED CONCEPTS:</b> Consequences, responsibility</p> <p><b>LEARNER PROFILE:</b> Open-minded, communicators, principled, risk-taker</p> <p><b>AtoL SKILLS:</b> Social – Interpersonal relationships, emotional intelligence Communication – Exchanging information-Listening, interpreting, speaking –Literacy-reading, writing Self-Management –Organization, states of mind-mindfulness, perseverance, emotional management, self-motivation, resilience</p> <p><b>PYP Scope &amp; Sequence strands:</b> Language – oral, visual &amp; written Social Studies – continuity and change through time PSPE – identity, interactions</p>



