

## PYP 3 8 - 9 year olds

<p><b>Who We Are</b></p> <p>An inquiry into the nature of the self; <b>beliefs and values</b>; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p><b>Where We Are In Place and Time</b></p> <p>An inquiry into <b>orientation in place and time</b>; 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.</p>	<p><b>How We Express Ourselves</b></p> <p>An inquiry into the <b>ways in which we discover and express ideas</b>, feelings, nature, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity</b>; our appreciation of the aesthetic.</p>	<p><b>How the World Works</b></p> <p>An inquiry into <b>the natural world and its laws; the interaction between the natural world</b> (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.</p>	<p><b>How We Organize Ourselves</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; <b>economic activities</b> and their impact on humankind and the environment.</p>	<p><b>Sharing the Planet</b></p> <p>An inquiry into rights and responsibilities in the struggle to share finite <b>resources with other people</b> and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p><b>Choices of role models reflect the characteristics that a society values</b></p> <p><b>Concepts:</b> Perspective, Reflection</p> <p><b>Related concepts:</b> Citizenship, Roles, Rights &amp; Responsibilities</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Characteristics of heroes and role models **</li> <li>2. How role models impact society past and present **</li> <li>3. How anyone can be a hero or role model **</li> </ol> <p><b>Learner Profile focus:</b> Caring, Principled</p> <p><b>Attitude focus:</b> Tolerance, Empathy</p>	<p><b>Maps help people orient themselves to find their place in the world.</b></p> <p><b>Concepts:</b> Function, Form</p> <p><b>Related concepts:</b> Place, Location, Geographical Patterns</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. How maps work</li> <li>2. Characteristics of maps **</li> <li>3. Global and local geographical features**</li> </ol> <p><b>Learner Profile focus:</b> Inquirer, risk taker</p> <p><b>Attitude focus:</b> Cooperation, Independence</p>	<p><b>Illustrations express a person's perspective through a variety of media.</b></p> <p><b>Concepts:</b> Perspective, Form</p> <p><b>Related concepts:</b> Personality, Feelings/Emotions, Motivation</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Styles of Illustration</li> <li>2. The Illustration process</li> <li>3. Meanings portrayed in illustrations</li> </ol> <p><b>Learner Profile focus:</b> Communicator, Open-Minded</p> <p><b>Attitude focus:</b> Cooperation, Independence</p>	<p><b>Understanding weather helps predict its impact on the environment.</b></p> <p><b>Concepts:</b> Function, Causation</p> <p><b>Related concepts:</b> Cycle, Interaction, Natural Disasters</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. How weather works**</li> <li>2. How weather is observed, predicted, and measured</li> <li>3. How weather events affect the environment**</li> </ol> <p><b>Learner Profile focus:</b> Knowledgeable, Inquirer</p> <p><b>Attitude focus:</b> Confidence, Curiosity</p>	<p><b>Money functions as a system of exchange to encourage fair trade.</b></p> <p><b>Concepts:</b> Function, Responsibility</p> <p><b>Related concepts:</b> Trade, Value, Cost/Benefits, Exchange, Money</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Systems and mediums of exchange</li> <li>2. Earning, saving, spending and donating.</li> <li>3. Ethics/fairness of marketplace</li> </ol> <p><b>Learner Profile focus:</b> Reflective, Balanced</p> <p><b>Attitude focus:</b> Integrity, Confidence</p>	<p><b>Food is a resource and should be carefully selected and valued.</b></p> <p><b>Concepts:</b> Causation, Responsibility</p> <p><b>Related concepts :</b> Scarcity, Resources, Human/Environmental Interaction</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. The food we eat</li> <li>2. Where our food comes from**</li> <li>3. How our food choices effect people/environment **</li> </ol> <p><b>Learner Profile focus::</b> Thinker, Caring, Communicator</p> <p><b>Attitude focus:</b> Commitment, Respect</p>

\*\* Direct links to the Swedish National Science or Humanities Knowledge Goals