



## ISC Programme of Inquiry

Adapted from the *Primary Years Programme Social Studies scope and sequence*. Publication. Cardiff: IBO, 2008. Print.

*The following document seeks to lay out the minimum requirement to be taught in POI for each grade level in each of the areas of social studies and science. During the construction of this Curriculum Document every effort has been made to ensure the alignment all the elements of the Austrian National Curriculum and the IB PYP Science and Social Studies Scope and Sequences.*

The knowledge component of social studies in the PYP is arranged into five strands: human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments, and resources and the environment.

Social studies strands	
<b>Human systems and economic activities</b>	The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.
<b>Social organization and culture</b>	The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.
<b>Continuity and change through time</b>	The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.
<b>Human and natural environments</b>	The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.
<b>Resources and the environment</b>	The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

All teaching and learning provides the opportunity to utilize and develop the transdisciplinary skills identified in *Making the PYP happen: A curriculum framework for international primary education* (2007). In addition to these, the science component of the curriculum also provides opportunities for students to develop a range of social studies skills and processes. In the list that follows, each of the science-specific skills (taken from the subject annex in *Making the PYP happen: A curriculum framework for international primary education*, 2007) is accompanied by examples of how these skills might manifest themselves in the classroom. These examples vary in their degree of complexity and are intended to show progression in the development of each skill.

a. **Formulate and ask questions about the past, the future, places and society** (for example, students will express wonderings, show curiosity or ask questions about a person or event of personal significance; express wonderings, show curiosity or ask questions about the natural and physical environment; ask questions to extend understanding of how others have constructed or represented the past, the human and natural environment and society; formulate questions and identify problems that will

enable them to make links between prior learning, new situations and further actions; formulate questions that promote the transfer of knowledge and make connections across their learning).

**b. Use and analyse evidence from a variety of historical, geographical and societal sources** (for example, students will draw information from, and respond to, stories about the past from geographical and societal sources; access a broad range of first- and second-hand sources of information such as people, maps, surveys, direct observation, books, museums and libraries; identify appropriate information and communication technology (ICT) tools and sources of information to support research; predict future events by analysing reasons for events in the past and present).

**c. Orientate in relation to place and time** (for example, students will explore and share instances of change and continuity in personal lives, family and local histories; investigate directions and distances within the local environment; distinguish between past, present and future time; explore similarities and differences between the past and the present; sequence events, routines, personal histories in chronological order; interpret place and time using tools such as maps and timelines).

**d. Identify roles, rights and responsibilities in society** (for example, students will define own roles and responsibilities within the family, class or school; compare children's and adults' roles, rights and responsibilities in society; reflect on the rights and responsibilities of children in other societies and make comparisons; examine how the rights of a person directly affect their responsibilities; investigate how services and systems influence societal rights and responsibilities; examine the responsibility of people towards the environment; reflect on opportunities to contribute actively to the community at a range of levels, from local to global).

**e. Assess the accuracy, validity and possible bias of sources** (for example, students will examine and interpret simple evidence such as artifacts; compare the validity of statements from a variety of different sources; distinguish between fact and opinion; piece together evidence to explain, report or persuade; analyse and synthesize information; make predictions in order to test understanding; develop a critical perspective regarding information and the reliability of sources).

The scope and sequence document contains the following.

For each age range:

- overall expectations by age range.

For each unit selected from the PYP sample programme of inquiry:

- transdisciplinary theme
- central idea
- key concepts and related concepts
- lines of inquiry.

Specific reference to subject area knowledge and skills:

- knowledge strands for science

- subject-specific skills for science
- possible learning outcomes for each unit of inquiry
- cross-reference to science scope and sequence document (where appropriate).

At the start of each age range, the overall expectations provide broad, summative descriptions of what a PYP student could have achieved in science by the end of each age range. The possible learning outcomes in the tables that follow are an extension of these overall expectations and relate directly to the units of inquiry from the PYP programme of inquiry.

**Overall expectations in Social Studies PYP 1 (5 - 7 years)**

Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

Learning will include the development of the following knowledge, concepts and skills	Possible learning outcomes in social studies	
<p><b>Transdisciplinary theme</b>  <b>Where we are in place and time</b>  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.</p> <p><b>Central idea</b>  Learning about previous generations helps us understand the relationship between the past and the present.</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>● Causation</li> <li>● Change</li> <li>● Connection</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>● time,</li> <li>● continuity</li> <li>● heritage</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>● Ways to find out about the past</li> <li>● How aspects of the past still influence us today</li> <li>● Why some behaviours and practices have changed or remained the same over time</li> </ul>	<p><b>Social studies strand(s)</b>  Social organization and culture</p> <p><b>Social studies skills</b>  (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p><b>b. Use and analyse evidence from a variety of historical, geographical and societal sources</b></p> <p><b>c. Orientate in relation to place and time</b></p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>● prepare a presentation</li> <li>● build a family tree poster/ a timeline of their family histories</li> <li>● understand the relationship between the past and the present</li> <li>● investigate differences and similarities between the past and the present</li> <li>● interview their relatives (ask questions) in order to find out information about their ancestors (compare and contrast past and present)</li> <li>● identify changes he/ she has undergone from birth to present</li> </ul>

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p><b>Transdisciplinary theme</b>  <b>How we organize ourselves</b>  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.</p> <p><b>Central idea</b>  People and rules in our community keep us safe and meet our wants and needs</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Responsibility</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>• community</li> <li>• rules</li> <li>• interaction</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Community workers and jobs that are within the communities</li> <li>• Wants and needs in our community</li> <li>• Rules that keep us safe in our community</li> </ul>	<p><b>Social studies strand(s)</b>  Human systems and economic activities</p> <p><b>Social studies skills</b>  (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p><b>c. Orientate in relation to place and time</b></p> <p><b>d. Identify roles, rights and responsibilities in society</b></p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• recognize that he/she is part of a community and that are rules and responsibilities to follow</li> <li>• discuss the importance of rules in a community</li> <li>• suggest suitable routines and rules for the class environment</li> <li>• distinguish between wants and needs</li> <li>• label community workers and give a detailed description of their duties</li> <li>• recognize the different components of a community and how they are interdependent.</li> </ul>

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p><b>Transdisciplinary theme</b> <b>How we express ourselves</b></p> <p><b>Central idea</b> Images communicate ideas and information.</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Connection</li> <li>• Perspective</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>• creativity</li> <li>• communication</li> <li>• imagery</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The use of static and moving images in different media</li> <li>• How design elements of images support communication</li> <li>• How we interpret and respond to images</li> </ul>	<p><b>Social studies strand(s)</b> Human systems and economic activities Social organization and culture</p> <p><b>Social studies skills</b> (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p><b>c. Orientate in relation to place and time</b></p> <p><b>d. Identify roles, rights and responsibilities in society</b></p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify signs and symbols in the environment</li> <li>• discuss the reasons why signs and symbols are used</li> <li>• create an image that conveys a message</li> <li>• understand how images can convey a message</li> <li>• recognize how design elements of images support communication</li> <li>• critique a given image</li> <li>• interpret the meaning of a symbol or image</li> <li>• respect different perspectives and interpretations</li> </ul>

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in science
<p><b>Transdisciplinary theme</b> <b>Sharing the planet</b> 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.</p> <p><b>Central idea</b> Water is essential to life, and is a limited resource for many people.</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>● Function</li> <li>● Causation</li> <li>● Responsibility</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>● Consumption</li> <li>● Conservation</li> <li>● Distribution</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>● How water is used in our community</li> <li>● Distribution and availability of usable water</li> <li>● The importance of water and its preservation</li> </ul>	<p><b>Social studies strand(s)</b> Resources and the environment</p> <p><b>Social studies skills</b> (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p><b>d. Identify roles, rights and responsibilities in society</b></p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>● understand that water is essential for life but it is a limited resource</li> <li>● explain the importance of conserving water</li> <li>● investigate how water is used in our community</li> <li>● list ways to conserve water</li> <li>● recognize that quality fresh water is a resource that isn't available to everybody</li> <li>● share ideas on how to responsibly use and share water.</li> </ul>
<p><b>Please note: this unit is also included in the science scope and sequence.</b></p>		

**Overall expectations in Social Studies PYP 2 (7 - 9 years)**

Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognize the interdependency of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p><b>Transdisciplinary theme</b>  <b>How we organize ourselves</b>  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.</p> <p><b>Central idea</b>  Goods and services are provided to meet demands</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Responsibility</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>• Properties</li> <li>• Differences</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Goods and Services</li> <li>• Supply and Demand</li> <li>• Spending and Saving Money</li> </ul>	<p><b>Social studies strand(s)</b>  Human Systems and Economic Activities</p> <p>Social Organization and Culture</p> <p><b>Social studies skills</b>  (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p><b>d. Identify roles, rights and responsibilities in society</b></p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain and classify jobs as providing a good or a service</li> <li>• analyse supply and demand and what this tells us about people's preferences</li> <li>• plan how they could earn, save, and spend money</li> <li>• develop an understanding of how goods and services are exchanged</li> <li>• develop an understanding of currency and its forms and uses (barter system, gold, valuables, paper money, buying on credit/debit)</li> </ul>

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p><b>Transdisciplinary theme</b>  <b>How we express ourselves</b>  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.</p> <p><b>Central idea</b>  Celebrations and traditions reflect the experiences of a culture</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Causation</li> <li>● Reflection</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>● tradition</li> <li>● beliefs</li> <li>● values</li> <li>● culture</li> <li>● diversity</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>● National and Religious holidays</li> <li>● Similarities and differences of celebrations</li> <li>● Artifacts and symbols reflect traditions</li> </ul>	<p><b>Social studies strand(s)</b>  Social Organization and Culture  Continuity and Change Through Time</p> <p><b>Social studies skills</b>  (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p><b>b. Use and analyse evidence from a variety of historical, geographical and societal sources</b></p> <p>c. Orientate in relation to place and time</p> <p><b>d. Identify roles, rights and responsibilities in society</b></p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>● Describe the difference between national and religious holidays</li> <li>● Make connections between the history of a culture and the traditions they observe</li> <li>● Compare and contrast similar holidays using a Venn diagram</li> <li>● Research and present findings on a celebration</li> <li>● Keep an open-mind while learning about other cultures and use appropriate language that is tolerant and respectful.</li> </ul>

Learning will include the development of the following knowledge, concepts and skills	Possible learning outcomes in social studies	
<p><b>Transdisciplinary theme</b> <b>Where we are in place and time.</b></p> <p>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.</p> <p><b>Central idea</b> Throughout time landscapes have influenced people's lives</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Function</li> <li>● Change</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>● properties</li> <li>● similarities</li> <li>● differences</li> <li>● adaptation</li> <li>● growth</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>● Local Landscapes</li> <li>● The influence of landscapes on human activities</li> <li>● The relationship between location and settlement</li> </ul>	<p><b>Social studies strand(s)</b> Continuity and Change Through Time</p> <p>Human and Natural Environments</p> <p><b>Social studies skills</b> (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p><b>b. Use and analyse evidence from a variety of historical, geographical and societal sources</b></p> <p><b>c. Orientate in relation to place and time</b></p> <p>d. Identify roles, rights and responsibilities in society</p> <p><b>e. Assess the accuracy, validity and possible bias of sources</b></p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>● describe what life was like during the stone, bronze and iron ages with a focus on where people live, what tools they used, how their society was structured</li> <li>● explain the relationship between location and settlement: specifically the elements of a good settlement</li> <li>● investigate how the local landscape has influenced the development and settlement of people's life in this region (for example the development of Velden as a consequence of the natural landscape)</li> <li>● identify the local landscape features (mountains, lakes...)</li> <li>● make connections to the settlements and castles around them and the reasons for them being there (local connection)</li> <li>● develop an understanding of how societal values influence literature</li> <li>● use and develop map skills</li> </ul>

**Overall expectations in science PYP 3 (7 - 9 years)**

Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognize the interdependency of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Learning will include the development of the following knowledge, concepts and skills	Possible learning outcomes in social studies	
<p><b>Transdisciplinary theme</b>  <b>Where we are in place and time.</b>  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.</p> <p><b>Central idea</b>  Exploration leads to discoveries, opportunities and new understandings.</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Causation</li> <li>● Perspective</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>● properties</li> <li>● consequence</li> <li>● opinion</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>● Reasons for exploration (historical and personal)</li> <li>● How explorations have taken place over time</li> <li>● The consequences of exploration</li> </ul>	<p><b>Social studies strand(s)</b></p> <p>Continuity and change through time.</p> <p><b>Social studies skills</b>  (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p><b>b. Use and analyse evidence from a variety of historical, geographical and societal sources</b></p> <p><b>c. Orientate in relation to place and time</b></p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>● express wonderings, show curiosity or ask questions about a person or event of personal significance</li> <li>● draw information from, and respond to, stories about the past from</li> <li>● access a range of second-hand sources of information such as maps, books, libraries and internet.  <i>(Research for a historical explorer)</i></li> <li>● plan, design and carry on their own exploration</li> <li>● use communication technology (ICT) tools and sources of information to support research</li> <li>● interpret place and time using tools such as maps and timeline.  <i>(Historical explorers and their exploration)</i></li> </ul>

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p><b>Transdisciplinary theme</b>  <b>How we express ourselves</b>  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.</p> <p><b>Central idea</b>  Through the arts people use different forms of expression to convey their uniqueness as human beings.</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Function</li> <li>● Perspective</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>● properties</li> <li>● communication</li> <li>● opinion.</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>● The diverse ways in which people express themselves</li> <li>● How everyone can express their uniqueness through the arts</li> <li>● The role of art in culture and society</li> </ul>	<p><b>Social studies strand(s)</b></p> <p>Social organization and culture</p> <p><b>Social studies skills</b>  (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p><b>b. Use and analyse evidence from a variety of historical, geographical and societal sources</b></p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>● express wonderings, show curiosity or ask questions about an artist and/or art form</li> <li>● research the various ways one can express him or herself</li> <li>● access a broad range of first- and second-hand sources of information such as people, direct observation, books, libraries and galleries</li> <li>● explain how an artist has used elements of art (Colour, depth, line) in their art to express a feeling)</li> <li>● recognize that arts is a form of expression</li> <li>● appreciate and critique art</li> <li>● demonstrate open-mindedness towards different art perspectives and interpretations</li> <li>● express him or herself through art work</li> </ul>

Learning will include the development of the following knowledge, concepts and skills	Possible learning outcomes in social studies	
<p><b>Transdisciplinary theme</b>  <b>How we organise ourselves</b>  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.</p> <p><b>Central idea</b>  Rights and responsibilities are a human made concept and are connected</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>● Form</li> <li>● Causation</li> <li>● Responsibility</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>● similarities and differences</li> <li>● consequences</li> <li>● rights</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>● Rights and responsibilities are connected</li> <li>● Children’s rights and responsibilities locally and globally</li> <li>● Ways in which individuals, organizations and nations work to ensure children’s rights.</li> </ul>	<p><b>Social studies strand(s)</b></p> <p>Human systems and economic activities</p> <p><b>Social studies skills</b>  (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p><b>b. Use and analyse evidence from a variety of historical, geographical and societal sources</b></p> <p>c. Orientate in relation to place and time</p> <p><b>d. Identify roles, rights and responsibilities in society</b></p> <p><b>e. Assess the accuracy, validity and possible bias of sources</b></p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>● recognize that rights and responsibilities are connected</li> <li>● list basic rights and responsibilities</li> <li>● access a range of first- and second-hand sources of information such as people, direct observation, books, news and internet. (carrying out personal inquiry of a children’s right to Food, Water, Home, Education)</li> <li>● students will define own roles and responsibilities within the family, class or school, rights and responsibilities in society</li> <li>● reflect on the rights and responsibilities of children in other societies and make comparisons</li> <li>● research people or organizations that work to ensure children’s rights</li> </ul>

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p><b>Transdisciplinary theme</b>  <b>Sharing the planet</b>  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.</p> <p><b>Central idea</b>  When interacting with natural habitats, humans make choices that have an impact on other living things.</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>• Causation</li> <li>• Change</li> <li>• Responsibility</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>• impact</li> <li>• adaptation</li> <li>• conservation.</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Humans impact on natural habitats</li> <li>• Living things respond to changing environmental conditions</li> <li>• Rights and responsibilities when interacting with natural habitats. (Focus on lakes due to Austrian Curriculum)</li> </ul>	<p><b>Social studies strand(s)</b></p> <p>Human and natural environments</p> <p><b>Social studies skills</b>  (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p><b>b. Use and analyse evidence from a variety of historical, geographical and societal sources</b></p> <p>c. Orientate in relation to place and time</p> <p><b>d. Identify roles, rights and responsibilities in society</b></p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• express wonderings, show curiosity or ask questions about natural habitats</li> <li>• access a range of first- and second-hand sources of information such as people, direct observation, books, news and internet</li> <li>• recognize changes in natural habitats (locally and globally) over time due to human interaction</li> <li>• examine the rights and responsibilities of people when interacting with natural habitats.</li> </ul>
<p><b>Please note: this unit is also included in the science scope and sequence.</b></p>		

**Overall expectations in science PYP 4 (9 - 12 years)**

Students will recognize different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realize the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will consolidate their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p><b>Transdisciplinary theme</b>  <b>Where we are in place and time</b>  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.</p> <p><b>Central idea</b>  Evidence of past civilizations can be used to make connections to present-day societies.</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Causation</li> <li>• Connection</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>• similarities and differences,</li> <li>• progress</li> <li>• relationships and impact</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Characteristics of civilizations and societies</li> <li>• Aspects of past civilizations that have survived</li> <li>• Connections between past and present</li> </ul>	<p><b>Social studies strand(s)</b>  Social organization and culture  Continuity and change through time</p> <p><b>Social studies skills</b>  (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p><b>b. Use and analyse evidence from a variety of historical, geographical and societal sources</b></p> <p><b>c. Orientate in relation to place and time</b></p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• compare places over time</li> <li>• recognise how places have changed over time</li> <li>• investigate evidence of past civilisations (Roman and Celts influenced Carinthia)</li> <li>• analyse the impact a civilization has had on an area</li> <li>• analyse information about past societal systems</li> <li>• assess which aspects of past civilizations had the most impact on the present day, using a variety of sources.</li> </ul>

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p><b>Transdisciplinary theme</b>  <b>How we express ourselves</b>  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.</p> <p><b>Central idea</b>  Throughout history, people have interacted with each other and communicated using arts.</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>• Change</li> <li>• Connection</li> <li>• Perspective</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>• Aesthetics</li> <li>• Metaphor</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How people communicate through arts</li> <li>• How art works provide insight and information</li> <li>• The role of arts in different cultures, places and times</li> <li>• Development of art forms over time</li> </ul>	<p><b>Social studies strand(s)</b>  Social Organization and culture  Continuity and change through time</p> <p><b>Social studies skills</b>  (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p><b>b. Use and analyse evidence from a variety of historical, geographical and societal sources</b></p> <p><b>c. Orientate in relation to place and time</b></p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• list various forms one can use to express him or herself</li> <li>• understand and explain the importance of communication</li> <li>• investigate and compare major periods of art in the history of mankind (cave art, Roman/Greek art, renaissance, realism, expressionism)</li> <li>• recognize that the arts has developed in response to the social and technological developments of each time period</li> <li>• understand that the past is used to improve the present and develop the future</li> <li>• recognize that arts is part of culture</li> <li>• observe that cultures influence each other in regards to art</li> <li>• use arts to convey a message</li> </ul>

Learning will include the development of the following knowledge, concepts and skills	Possible learning outcomes in social studies	
<p><b>Transdisciplinary theme</b>  <b>How we organize ourselves</b>  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.</p> <p><b>Central idea</b>  New digital media changes the way in which people access information and connect to each other.</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>● Function</li> <li>● Causation</li> <li>● Connection</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>● Networks</li> <li>● Access</li> <li>● Ethics</li> <li>● Platform</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>● How new digital media is used or organized</li> <li>● Evaluating information</li> <li>● Our responsibility in virtual environments</li> </ul>	<p><b>Social studies strand(s)</b>  Human systems and economic activities</p> <p>Social organization and culture</p> <p><b>Social studies skills</b>  (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p><b>d. Identify roles, rights and responsibilities in society</b></p> <p><b>e. Assess the accuracy, validity and possible bias of sources</b></p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>● identify and describe examples in which technology has changed the lives of people</li> <li>● understand the role that new digital media plays in today's world</li> <li>● assess and evaluate information and information sources in terms of validity, accuracy and bias</li> <li>● understand the rules of citizenship</li> <li>● exhibit netiquette while using the internet</li> <li>● reflect on the role of technology in his or her own life</li> </ul>

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in science
<p><b>Transdisciplinary theme</b> <b>Sharing the Planet</b></p> <p>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.</p> <p><b>Central idea</b> Earth's resources can lead to conflicts.</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Perspective</li> <li>• Responsibility</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>• Properties</li> <li>• Reconciliation</li> <li>• Exploitation</li> <li>• Peace</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Finite and Infinite resources</li> <li>• Importance of energy in today's world</li> <li>• Our responsibility to share the planet's resources</li> </ul>	<p><b>Social studies strand(s)</b> Resources and the environment</p> <p><b>Social studies skills</b> (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p><b>c. Orientate in relation to place and time</b></p> <p><b>d. Identify roles, rights and responsibilities in society</b></p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• formulate and research questions about the usage of energy throughout time</li> <li>• research the timeline of earth's major resources</li> <li>• discuss potential human conflicts related to energy access, usage and distribution</li> <li>• critique the way energy distribution worldwide is unbalanced (some countries use much more energy than others)</li> <li>• recognize that earth resources need to be shared</li> <li>• reflect on human's responsibility to use the resources wisely.</li> </ul>
<p><b>Please note: this unit is also included in the science scope and sequence.</b></p>		

**Overall expectations in science PYP 5 (9 - 12 years)**

Students will recognize different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realize the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will consolidate their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p><b>Transdisciplinary theme</b></p> <p><b>Who we are</b> 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.</p> <p><b>Central idea</b> The way families observe life changes and celebrations reflects the beliefs and culture of their community.</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Connection</li> <li>• Perspective</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>• interpretation</li> <li>• identity</li> <li>• subjectivity</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• What constitutes cultures</li> <li>• The connections between beliefs and values, and the actions taken in response to them</li> <li>• How people use different experiences to inform their perspectives</li> </ul>	<p><b>Social studies strand(s)</b></p> <p>Social Organisation and Culture</p> <p><b>Social studies skills</b> (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p><b>b. Use and analyse evidence from a variety of historical, geographical and societal sources</b></p> <p><b>c. Orientate in relation to place and time</b></p> <p>d. Identify roles, rights and responsibilities in society</p> <p><b>e. Assess the accuracy, validity and possible bias of sources</b></p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• define the meaning of culture, understand and explain its importance in his/her own life</li> <li>• distinguish between personal beliefs and belief systems</li> <li>• identify the source of beliefs</li> <li>• reflect upon how beliefs affect the individual and society</li> <li>• demonstrate open-mindedness towards different beliefs and cultures.</li> </ul>

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p><b>Transdisciplinary theme</b></p> <p><b>How we express ourselves</b> 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.</p> <p><b>Central idea</b> Creating and responding to art develops understanding of ourselves and the world around us.</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Perspective</li> <li>• Reflection</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>• creativity</li> <li>• perception</li> <li>• bias/interpretation</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How arts can be a reflection of societal values and issues</li> <li>• The contexts in which artworks were created</li> <li>• How learning about arts develops appreciation</li> <li>• Personal preference in appreciation of arts</li> </ul>	<p><b>Social studies strand(s)</b></p> <p>Continuity and change through time</p> <p><b>Social studies skills</b> (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p><b>c. Orientate in relation to space and time</b></p> <p><b>d. Identify roles, rights and responsibilities in societies</b></p> <p><b>e. Assess the accuracy, validity and possible bias of sources</b></p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• define the different components of the arts</li> <li>• recognize how the arts contribute to cultural identity</li> <li>• understand that art can reflect specific events and times of our history</li> <li>• recognize the contexts in which artworks were created</li> <li>• appreciate artwork and offer own opinion about it</li> <li>• express himself/herself through a piece of artwork.</li> </ul>

Learning will include the development of the following knowledge,	Possible learning outcomes in
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concepts and skills		social studies
<p><b>Transdisciplinary theme</b>  <b>How we organize ourselves</b>  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.</p> <p><b>Central idea</b>  Economic activity relies on systems of production, exchange and consumption of goods and services.</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Connection</li> <li>• Responsibility</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>• Interdependence</li> <li>• Inequity</li> <li>• Fair trade</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The role of supply and demand</li> <li>• The distribution of goods and services</li> <li>• Our responsibility as consumers</li> </ul>	<p><b>Social studies strand(s)</b></p> <p>Human systems and economic activities</p> <p>Resources and the environment</p> <p><b>Social studies skills</b>  (The skills that are easier to teach and observe are marked in bold text)</p> <p><b>a. Formulate and ask questions about the past, the future, places and society</b></p> <p><b>b. Use and analyse evidence from a variety of historical, geographical and societal sources</b></p> <p>c. Orientate in relation to place and time</p> <p>d. Assess the accuracy, validity and possible bias of sources</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• distinguish between goods and services</li> <li>• analyse how individuals' and communities' needs and/or wants are met</li> <li>• understand and explain the role of supply and demand</li> <li>• explain how supply and demand are affected by population and the availability of resources</li> <li>• develop criteria for ethical practices regarding products and services</li> <li>• evaluate the equity of different economic systems</li> <li>• explain how consumers are directly connected to the economic activity</li> <li>• reflect upon the various responsibilities of consumers (from purchasing to wasting)</li> </ul>

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in Science
<p><b>Transdisciplinary theme</b>  <b>Sharing the Planet</b>  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.</p> <p><b>Central idea</b>  Students will carry out an extended, collaborative inquiry project - the exhibition. Students will identify, investigate and offer solutions to real-life issues. Central ideas and lines of inquiry will be defined by the students to meet the different issues.</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>• Will be developed to meet the research topic</li> </ul> <p><b>Related concepts</b></p> <ul style="list-style-type: none"> <li>• Will be developed to meet the research topic</li> </ul> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Will be developed to meet the research topic</li> </ul>	<p><b>Social Studies Strand(s)</b></p> <ul style="list-style-type: none"> <li>• Human systems and economic activities</li> <li>• Social organisation and culture</li> <li>• Continuity and change through time</li> <li>• Human and natural environments</li> <li>• Resources and the environment</li> </ul> <p><b>Social Studies skills</b></p> <ol style="list-style-type: none"> <li>Formulate and ask questions about the past, the future, places and society</li> <li>Use and analyse evidence from a variety of historical, geographical and societal sources</li> <li>Orientate in relation to place and time</li> <li>Identify roles, rights and responsibilities in societies</li> <li>Assess the accuracy, validity and possible bias of sources</li> </ol>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify local or global issues of his/her interest that fall under this transdisciplinary theme</li> <li>• initiate a research project to find answers and solutions for the chosen issue</li> <li>• plan and organize the project</li> <li>• make use of the transdisciplinary skills and learner profile to work with a partner in researching, conducting surveys and interviews, collecting, organizing, interpreting and presenting data</li> <li>• identify, select and summarize relevant information</li> <li>• organize, prepare and present a presentation to the school community.</li> </ul>
<p><b>Please note: this unit is also included in the science scope and sequence.</b></p>		