International Baccalaureate: PYP
Transdisciplinary Theme: How We Express Ourselves

The following companion includes Achieve3000 Literacy articles matched to the Lines of Inquiry, Learner Profile Attributes, and Key Concepts to support the designated theme for the International Baccalaureate Primary Years Programme. Use the Discussion Question Activity Recommendations as an instructional resource to enhance student thinking, engagement, and participation in collaborative discussions.

A3K Article	Lines of Inquiry	Learner Profile Attributes	Key Concepts
Making Music in Jamaica **Summary:** A residential school in Jamaica that teaches boys music and is seen as a beacon of hope for at-risk youngsters is facing financial difficulties.	Learning new melodies Music is part of our lives. Sharing cultures and emotions Learning music and growing Finding solutions through music Music around the world	**Caring**: Students describe how music education is a source of hope and opportunity for some young people in Jamaica. **Communicators**: Students explain how music is used to communicate feelings, ideas and cultural identity. **Reflective**: Students discuss how music has helped people overcome obstacles and connect with one another. **Open-minded**: Students recognize that there are different musical styles and cultural traditions and that music is a universal way to communicate. **Balanced**: Students understand that creative expression, particularly music, is important to emotional, social, and personal well-being."	**Form**: In what forms do people learn and play music around the world? **Function**: In what ways can music support self-expression, problem-solving and growth? **Connection**: In what ways can music support connections to people, cultures, and emotions? **Change**: In what ways can music learning change a person's life or help someone to overcome a difficulty? **Perspective**: In what ways do communities around the world value music differently? **Responsibility**: How can teaching music provide hope and opportunity to those in need?"
Feeling the Beat **Summary:** Deaf and hard of hearing dancers are taking the stage to increase awareness of Deaf culture and provide opportunities for other hearing-impaired artists.	Different ways people express themselves through movement and art How technology and innovation support accessibility and inclusion The role of the arts in bridging communities and celebrating diversity How deaf dancers experience and interpret rhythm and music The impact of role models in shaping identity and inspiring others	**Communicators**: Students discover how people convey ideas and concepts without using sound by using movement and the visual arts. **Open-minded**: Students learn to value the diversity of deaf culture and experience while also respecting and embracing various forms of expression. **Caring**: Students understand and have empathy for the ways that inclusion and accessibility affect people's lives. **Principled**: Students support equal opportunities for all performers and acknowledge the importance of equity in the arts. **Reflective**: Students consider how lived experience and role models influence their sense of self and inventiveness. **Knowledgeable**: Students discover how innovation and technology can break down barriers and highlight the potential of people.	**Form**: In what ways can we communicate nonverbally? **Function**: How do the arts help people express ideas, feelings, and identity? **Causation**: Why are access and inclusion important in dance and other art forms? **Connection**: How do technology and the arts connect people and communities? **Change**: How are role models and innovation changing who is seen and heard on stage? **Responsibility**: How can we help make the arts a fair and inclusive space for all? **Perspective**: How do performers with hearing loss experience music, rhythm, and movement differently?

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Inside Your Brain **Summary:** Researchers are developing new methods to learn how the brain works.	How the brain helps us think, communicate, and express emotions Different ways scientists explore how the brain works How technology can help people with communication or memory challenges The ethical and social implications of brain-reading technology How imagination and science can shape the future of human expression	**Inquirers**: Students are curious about brain function and how it enables us to think and communicate. **Thinkers**: Students use critical thinking skills to better understand how scientific and technological advancements are opening new windows into the brain. **Communicators**: Students want to know more about how the brain influences the way we communicate and express ourselves, and how technology can help. **Reflective**: Students raise important questions about the ethics of brain-reading tools and how imagination and science impact our sense of being human.	**Form**: What does the brain do to help us think, talk, and feel? **Function**: What makes scientists want to study and figure out how the brain works? **Change**: How is technology changing how we think about and talk to the brain? **Responsibility**: What moral choices do we have to make when we use technology to read or change the brain?
How Candy Land® Became a Classic **Summary:** When a schoolteacher was in the hospital, she came up with a board game. Children in the hospital loved it. More than 70 years later, it's still a fan favorite.	The story behind the creation of Candy Land How games can bring comfort, joy, and connection What makes a game last across generations Designing inclusive and imaginative games for all	**Inquirers**: Students learn how games are made and why they matter. **Thinkers**: Students wonder how to make games that are both fun and meaningful. **Principled**: Students understand that it's important to make games with care and purpose. **Caring**: Students discover how games can help others be joyful and at ease. **Open-minded**: Students learn how different people play and connect. **Reflective**: Students ponder what makes a game both good and enduring.	**Form**: What is Candy Land, and what is unique about it? **Function**: How do games make people happy or connected? **Causation**: Why was Candy Land made? **Change**: How has Candy Land remained popular? **Connection**: How are games connected to feelings, ideas, and creativity? **Perspective**: Why do people of all ages like the same game? **Responsibility**: How can we make games that include and elevate others?

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Honeybees Shake it to Make it **Summary:** Honeybees shake, shake, shake on the hive dance floor. The dancing tells the other bees where they should go to find nectar!	How honeybees use dance to communicate Non-verbal ways animals and humans express ideas The importance of bees in nature and teamwork What movement can tell us without using words	**Inquirers**: Students learn how honeybees communicate. **Thinkers**: Students discuss how to use a dance to convey a message. **Principled**: Students show respect for how living things can communicate in special ways. **Caring**: Students value the role that bees play in helping nature to survive through cooperation. **Open-minded**: Students appreciate alternative ways to express thoughts without speaking. **Reflective**: Students ponder how body language and movement can be used to communicate.	**Form**: What is a waggle dance? **Function**: How do bees communicate with movements? **Causation**: Why do bees need to tell others about nectar? **Change**: How do other bees react to the waggle dance? **Connection**: How is bee dance similar to human non-verbal communication? **Perspective**: In what ways do animals communicate differently from humans? **Responsibility**: How can we protect bees and learn from them?
Moos Have Meaning **Summary:** Mooing cows aren't just making nonsense noises. They're cow-moo-nicating!	How cows communicate with each other The meaning behind animal sounds and behaviors The importance of understanding non-verbal communication How empathy helps us connect with animals and each other	**Inquirers**: Students investigate how cows moo in different ways to talk to one another. **Thinkers**: Students ponder how animals express their emotions and requirements. **Principled**: Students honor the diverse methods of expression exhibited by all living creatures. **Caring**: Students appreciate clear communication as a means to foster understanding and trust. **Open-minded**: Students acknowledge and embrace non-human forms of expression. **Reflective**: Students consider how effective communication leads to stronger relationships.	**Form**: What do cow moos sound like and what do they mean? **Function**: How do cows use moos to share messages? **Causation**: Why do cows communicate in different ways? **Change**: How do moos change depending on the cow's needs or feelings? **Connection**: How does animal communication relate to human relationships? **Perspective**: How do cows experience and express emotions? **Responsibility**: How can we better understand and respond to animals' needs?

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Say What? Parrot Talk **Summary:** African gray parrots can talk like people do. The sounds they make really give us something to talk about.	How African gray parrots mimic human speech The different ways animals communicate What conversations with animals could reveal Our responsibility to understand and respect animals' voices	**Inquirers**: Students discover information about parrots, like Gizmo, and how they learn and use words. **Thinkers**: Students consider what they believe animals would say if they were able to speak. **Principled**: Students discuss how we should treat animals when they have communication abilities. **Caring**: Students appreciate and care for animals with special talents. **Open-minded**: Students investigate how animals may communicate in different ways. **Reflective**: Students contemplate what we might learn about ourselves if we could have a conversation with animals.	**Form**: What factors contribute to African grey parrots' proficiency in speech imitation? **Function**: How do parrots communicate through sound? **Causation**: What causes certain animals to mimic human speech? **Change**: What impact does education have on a parrot's speech? **Connection**: How does language facilitate communication between people and animals? **Perspective**: If a parrot could express its opinions, what would it say? **Responsibility**: How do we treat animals that are able to speak to us?
Whose Idea Was This?! **Summary:** Would you want to ride in a car shaped like a big hamster wheel? Check out this and other inventions that flopped.	The creative process behind inventing something new Why some inventions succeed and others fail How imagination can be used to solve problems or bring joy The role of innovation and design in expressing ideas	**Inquirers**: Students explore how inventions are made. **Thinkers**: Students consider how people balance inventing with purpose and imagination. **Communicators**: Students share their own silly invention with drawings, models, or presentations. Show both imagination and purpose. **Risk-takers**: Students explore creative ideas even if the invention may not work. **Reflective**: Students think about what makes their invention have value.	**Form**: What makes an invention unique? **Causation**: What causes some inventions to be successful while others fail? **Perspective**: What perspectives do individuals with diverse backgrounds have regarding creativity and innovation? **Responsibility**: How can we create inventions that are entertaining and useful at the same time?

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The Trash Transformers **Summary:** You can recycle old paper and plastic bottles. Or you can turn them into art!	The artistic potential of reused and recycled materials How art can inspire environmental awareness and action The role of creativity in reimagining waste as beauty How artists communicate messages through material and form	**Inquirers**: Students investigate the ways in which various artists recycle materials and pose queries regarding the influence on the environment and the artistic intent. **Communicators**: By fusing environmental consciousness with visual inventiveness, they use their recycled art to convey strong ideas. **Caring**: Students demonstrate their concern for the environment by cutting back on waste and using their imagination to encourage others to view trash in a different way. **Reflective**: Students carefully consider the significance of their artwork and how it embodies their principles, beliefs, and dedication to sustainability. **Thinkers**: In order to produce something distinctive and powerful, students think about how to strike a balance between artistic vision and the responsible use of materials.	**Form**: How can we make art from things we might otherwise throw away? **Function**: How can we give art a function or meaning? **Change**: How can we convert old, broken or outdated things into something beautiful or useful? **Responsibility**: How can art made from recycled materials motivate others to act more responsibly toward the environment?
The Tablet of Truth: Episode 1 **Summary:** The Fiction collection will provide students with interesting, multi-part, episodic content to help foster a love of reading. As your students read, they will be exposed to different literary elements as well as a wide variety of appropriately challenging vocabulary.	The ways people adapt their identity to fit into new environments How appearance, language, and behavior help individuals express themselves The challenges and opportunities of exploring unfamiliar cultures How people use creativity and imagination to solve problems The role of disguise and transformation in storytelling and real-life communication	**Inquirers**: Agent 111 and Agent 26 discover human culture, language and customs. **Risk-takers**: Agent 111 embarks on her first mission and finds herself in a strange new school world. **Communicators**: They practice speaking and acting human in order to fit in successfully. **Open-minded**: The agents investigate and respect human differences—even if they're a little weird.	**Form**: What does it take to look human from the outside? **Perspective**: How might aliens perceive human culture, behavior and fashion? **Change**: What happens when a person takes on a new identity in a new setting?

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The Tablet of Truth: Episode 3 **Summary:** The Fiction collection will provide students with interesting, multi-part, episodic content to help foster a love of reading. As your students read, they will be exposed to different literary elements as well as a wide variety of appropriately challenging vocabulary.	How people express identity through costume, language, and behavior The importance of perspective in understanding others' actions How miscommunication can lead to confusion or conflict How individuals investigate and respond to unfamiliar situations	**Inquirers**: Britain watches and researches, and is thrilled by her first stakeout, with a resolve to find leads. **Open-minded**: Egbert remains open-minded and willing to question Jackson's identity as evidence comes in. **Communicators**: Neither is a great communicator when bridging differences, but they still try talking despite mutual bewilderment. **Risk-takers**: Britain is not afraid to grill Jackson or joke about experiments, even if he might faint.	**Perspective**: How do Britain and Jackson see the same events differently? **Causation**: What causes Britain to suspect Jackson? **Connection**: How are events at school, the forest, and Secreton all connected through the mission, the ship, and the Tablet of Truth?
The Tablet of Truth: Episode 4 **Summary:** The Fiction collection will provide students with interesting, multi-part, episodic content to help foster a love of reading. As your students read, they will be exposed to different literary elements as well as a wide variety of appropriately challenging vocabulary.	How humor and language can express identity and build relationships The role of trust and collaboration in solving complex problems How perspective shapes our understanding of new cultures The responsibilities that come with holding secret knowledge	**Communicators**: Jackson and Britain start to open up and exchange information and adjust to each other's worlds. **Inquirers**: Britain inquires and becomes fascinated with Earth culture and school. **Caring**: Britain and Jackson start to develop a friendship, with Jackson being protective of Britain. **Risk-takers**: Jackson takes a chance and is on board with the idea of participating in an intergalactic mission.	**Perspective**: How do Britain and Jackson see each other's worlds and customs? **Connection**: What connects knowledge, identity, and collaboration? **Responsibility**: How do small actions (hiding a ship, working together) lead to big consequences?

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Pen, Fin, and the Bigfoot Bargain: Episode 2 **Summary:** The Fiction collection will provide students with interesting, multi-part, episodic content to help foster a love of reading. As your students read, they will be exposed to different literary elements as well as a wide variety of appropriately challenging vocabulary.	How individuals express belief and curiosity through questions and actions The impact of rules and authority on personal exploration and discovery The role of mystery and legends in shaping human behavior How we communicate our ideas and challenge commonly accepted views	**Inquirer**: Penelope questions authority and inquires about Bigfoot out of curiosity and previous research. **Courageous (Risk-taker):** She challenges Ranger Knox to the face and wants to go into the woods even if he forbids it. **Principled**: She stands up for her beliefs even when it's not the popular or easy thing to do. **Communicator**: She speaks her mind persuasively and confidently in front of others including her peers.	**Form**: What is Bigfoot? **Function**: How do rules, safety protocols, and systems (the buddy system) work in a camp setting? **Responsibility**: What are our responsibilities when we think something others don't?

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Billie's Message **Summary:** International music sensation Billie Eilish believes it's important to be true to herself, and the talented young artist thinks others should too.	Different ways individuals express their identity How people overcome personal challenges to achieve their goals The impact of staying true to oneself in the face of external pressures	**Inquirers**: Students are inquisitive about identity, self-expression, and mental health and have questions about how artists choose to express themselves and manage their well-being. **Thinkers**: Students investigate the thoughtful decisions Billie has made about her music, career, and self-care and use logic to understand the consequences of these choices. **Caring**: Students demonstrate empathy by learning about Billie's struggles and challenges, and they reflect on the importance of being kind to oneself and others. **Knowledgeable**: Students gain knowledge about mental health, self-expression, and the music industry, and make connections to their own well-being. **Principled**: Students reflect on the value of staying true to oneself, even in the face of pressure to conform, and think about how Billie Eilish has done this. **Communicators**: Students practice expressing their thoughts and feelings about identity and mental health through speaking, writing, and creative projects. **Balanced**: Students explore the importance of finding a balance between work and rest and between pushing themselves and caring for their emotions for long-term health and happiness. **Open-minded**: Students are open to various forms of self-expression and different ways of dealing with challenges, respecting different types of creativity and choice.	**Form**: What does a 21st-century pop artist look like? **Function**: How does Billie Eilish use her music, style, and way of life to express her identity, principles, and messages? **Causation**: What circumstances and elements contributed to Billie Eilish's early success in the music business? **Change**: In what ways has Billie Eilish's music, persona, and personal development changed over time? **Relationship**: How does Billie Eilish's story show bigger ideas about being yourself, being young, and dealing with mental health? **Perspective**: How does Billie Eilish act differently from what most people expect from teen stars?

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The Rise of Reggaeton **Summary:** With roots across the Caribbean and Latin America, this musical style with the powerful beat is racking up downloads and packing dance floors.	The origins and evolution of reggaeton How music can be influenced by migration, culture, and technology The creative process behind music production How digital platforms shape the global music scene The role of music in cultural identity and expression	**Inquirers**: Students investigate how music genres, such as reggaeton, emerge and circulate within and across regions and cultures. **Knowledgeable**: Students understand the history and culture that underpins the reggaeton genre and how it resonates around the world. **Thinkers**: Students can think critically about the relationships between different musical elements and artists' choices. **Open-minded**: Students value diverse cultural influences within reggaeton and the potential benefits of cross-cultural collaboration. **Communicators**: Students can share their understanding of how music is used as a mode of expression and communication that tells a story about culture. **Reflective**: Students reflect on the impact music has on their own identity, emotions and experiences.	**Form**: What is reggaeton and what distinguishes its style and sound? **Function**: How are traditional instruments and contemporary technology used to create and produce reggaeton? **Causation**: What contributed to the globalization of reggaeton and why did it originate in the Caribbean? **Change**: How has the blending of reggaeton with other musical genres affected it over time? **Relationship**: In what ways does reggaeton bridge national boundaries between individuals, cultures, and musical traditions? **Perspective**: How is reggaeton perceived and influenced by various performers and audiences?
The Ukulele Sounds like Fun **Summary:** Four strings, infinite fun. The ukulele is easy on the ears…and simple to play.	The ukulele's design, sound, and cultural origins How technology and social media help spread musical interests Why the ukulele is used in modern education and performance How music influences emotions and connects people globally How instruments evolve and gain popularity over time	**Inquirers**: Students inquire about the popularity of ukuleles and how they are played. **Knowledgeable**: Students learn about the ukulele's structure, history, and cultural significance. **Thinkers**: Students consider the reasons behind the instrument's growing popularity as well as its potential to enhance music education. **Communicators**: Students share their knowledge with others and communicate through music. **Open-minded**: Students investigate how various locations and communities can value a basic instrument in different ways.	**Form**: Describe the ukulele and explain how it differs from other instruments. **Function**: How is the ukulele learned and what is its mechanism? **Causation**: Why has the ukulele become so popular again recently? **Relationship**: How does the ukulele relate to music, culture, technology, and education? **Perspective**: Why is the ukulele such a happy and entertaining instrument?

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Andres Valencia Paints with Purpose **Summary:** Twelve-year-old artist Andres Valencia has earned acclaim for his unique paintings, but he doesn't care about all that. He just wants to paint what inspires him—and help others in the process.	How artists use color, shape, and style to express ideas and emotions The relationship between inspiration, creativity, and personal experience How young people can make an impact through artistic expression How art can reflect and respond to world events and issues Different perspectives on what makes art meaningful or valuable	**Inquirers**: Students see how artists can channel their own curiosity and passion to create meaningful works of art through Andres. **Knowledgeable**: Students discover how artists can share information about different art styles, materials, and events from around the world. **Thinkers**: Students see how Andres puts emotion, symbolism, and real-world themes into his creations. **Communicators**: Students learn how art can communicate ideas and stories in ways that words can't. **Caring:** Students reflect on how artists can use their creations to help others. **Open-minded**: Students discover that powerful, expressive art can be created by people of all ages. **Reflective**: Students see how their own experiences, beliefs, and emotions can serve as inspiration for creative expression.	**Form**: What aspects of Andres Valencia's art are different from others? **Function**: In what ways does Andres communicate through his art? **Causation**: What caused Andres to start painting? How did Andres's art become popular? **Connection**: How are Andres's inspirations, personal life, and global events related? **Perspective**: In what ways do people react to Andres' art differently due to his age or style? **Responsibility**: How does Andres use his art to share messages?
All About Trash **Summary:** Visitors to the Garbage Museum in Connecticut learn about the best way to treat trash.	How art and design are used to communicate messages about the environment How museums and public exhibits encourage environmental responsibility How people express values and beliefs through recycled materials and eco-art The impact of creative communication on public awareness and behavior	**Communicator**: Students explore how messages are shared through sculpture, design, and museum exhibits. **Caring**: Students consider how artistic expression can show care for the planet and others. **Reflective**: Students think about how creative choices affect how people understand and respond to environmental issues. **Open-minded**: Students experiment with recycled materials and reflect on their purpose and message.	**Form**: What types of creative expression are used in the Garbage Museum? **Function**: How does art made from trash help teach people about recycling? **Connection**: How does environmental art connect people to real-world issues? **Perspective**: How might different people view the message behind art made from waste? **Responsibility**: How can we use creativity to make a positive difference in the world?

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Michelangelo vs. Leonardo **Summary:** Leonardo da Vinci and Michelangelo's rivalry came to a head when the artists were hired to paint scenes on the same wall.	How artists express beliefs, identity, and values through their work The role of rivalry and collaboration in artistic achievement How the Renaissance influenced innovation and expression in the arts How art can reflect different perspectives and creative approaches What unfinished or lost works reveal about the challenges of artistic creation	**Inquirers**: Students explore the lives, works, and rivalry of two of history's greatest artists. **Knowledgeable**: Students learn about Renaissance art, artistic techniques, and historical context. **Thinkers**: Students analyze the creative decisions and challenges faced by Leonardo and Michelangelo. **Communicators**: Students reflect on how artists communicate through different forms: painting, sculpture, sketches. **Open-minded**: Students consider different opinions about what makes great art and how people respond to creative competition. **Reflective**: Students reflect on the impact of rivalry, unfinished work, and how failure can still lead to learning.	**Form**: What artistic accomplishments did Michelangelo and Leonardo stand out for? **Function**: In what ways did their artwork show their different approaches to creativity? **Causation**: What caused Leonardo and Michelangelo to become so competitive? **Relationship**: In what ways did the Renaissance encourage artistic innovation, competition, and creativity? **Perspective**: How did Michelangelo and Leonardo's competition affect their creations?
The Living Face of the Māori **Summary:** For New Zealand's Indigenous people, renewed interest in the tradition of facial tattooing signifies a cultural revival.	The significance of tā moko as a cultural and personal expression How traditions are passed on, suppressed, or revived over time The relationship between colonialism and cultural identity How art and symbols communicate stories, beliefs, and values The role of leadership in expressing and preserving cultural heritage	**Inquirers**: Students explore how Indigenous groups express identity through traditions like tā moko. **Knowledgeable**: Students learn about Māori history, symbolism, and cultural revival. **Communicators**: Students understand how tā moko acts as a visual language of personal and cultural storytelling. **Open-minded**: Students appreciate different cultural traditions and why respectful understanding is important. **Reflective**: Students consider their own identity and how people use symbols, traditions, and rituals to express who they are. **Principled**: Students recognize the importance of cultural respect and the harm of cultural appropriation.	**Form**: What is tā moko and what makes each design unique? **Function**: How does tā moko communicate personal and cultural identity? **Causation**: Why did the tradition of facial moko decline, and what caused its revival? **Connection**: How are tā moko, Māori history, and identity connected? **Perspective**: How do Māori people view tā moko, and why is it meaningful to them? Why might non-Māori wearing similar tattoos be seen as disrespectful? **Reflection**: How does wearing tā moko help individuals reflect on their past?

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