



Grade 4 Transdisciplinary Overview 2019-2020

| Transdisciplinary Theme | Who We Are | Sharing the Planet | How the World Works | How We Express Ourselves | How We Organize Ourselves | Where We Are in Place and Time |
|----------------------------------|--|---|---|--|---|---|
| | 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. | An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. | An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. | An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. | An inquiry into 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. |
| Unit Title | IAM | Impact Makers | ZAP!! | #Influencers#ChangeYourMind | Start-ups | The Next Frontier |
| Central Idea | My unique identity is the result of both nature and nurture. | People can create positive change in our world. | Advances in electricity and magnetism transform the world. | Media is a powerful tool that influences people's beliefs and values. | Organizations are designed and developed to meet the needs and wants of communities. | Humans are naturally curious about their place in the universe. |
| Lines of Inquiry & Key Concepts | <ol style="list-style-type: none"> The influence of family history and culture (Causation) How humans experience identity change (Change) The value and power of international mindedness demonstrating the PYP Learner Profile attributes (Responsibility) | <ol style="list-style-type: none"> Problems and challenges that occur in our world (Causation) How individuals and groups have created positive change (Change) Our responsibility to create positive change (Responsibility) | <ol style="list-style-type: none"> How electricity and magnetism are generated (Form) Forms of sustainable energy (Change) The interdependence of electricity and magnetism (Connection) | <ol style="list-style-type: none"> Reasons why people try to influence each other (Causation) Different persuasive techniques (Perspective) Ethics in advertising (Responsibility) | <ol style="list-style-type: none"> The needs and wants of communities (Perspective) The responsibilities within an organization (Function) How organizations develop successfully (Form) | <ol style="list-style-type: none"> Human discoveries about our solar system and universe (Solar) Changes of understanding and exploration of the universe (Perspective) The impact of space discoveries on our future lives (Connection) |
| Strands and Related Concepts | Social Organization and Culture: Family, Citizenship, Identity, Roles, Traditions Continuity and Change Through Time: Chronology, History Social Organization and Culture: Authority, Beliefs, Values, Communication, Ethics Other: Adaptation, Balance, Bonding, Customs, Diversity, Equality, Freedom, Genetics, Geography, Incentives, Influence, Interdependence, Migration, Immigration, Population, Religion, Similarities, Differences | Continuity and Change Through Time: Conflict, Innovation, Progress, Revolution Resources and the Environment: Conservation, Interdependence, Pollution, Poverty, Wealth, Sustainability Other: Freedom, Incentives, Leadership | Forces and Energy: Conservation of energy, Equilibrium, Forms of energy (renewable, non-renewable), Magnetism, Pollution, Power, Sustainability, Technological advances, Transformation of energy Other: Supply, Demand, System | Human Systems and Economic Activities: Freedom, Communication, Prejudice, Truth Social Organization and Culture: Authority, Beliefs, Values, Communication, Ethics | Human Systems and Economic Activities: Communications, Cooperation, Economic factors Other: Authority, Balance, Barter, Continuity, Consumption, Service, Dependence, Employment, Incentives, Leadership, Legislation, Limits, Location, Markets, Needs, Wants, Networks, Ownership, Regulations | Earth and Space: Atmosphere, Climate, Gravity, Seasons, Space, Systems (solar, weather), Theory of origin, Sustainability, Survival Continuity and Change Through Time: Continuity, Discovery, Exploration, Progress, Technology Other: Interdependence |
| ATLs (Approaches to Learning) | Research: Information-literacy skills (Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating) Communication: Exchanging-information skills (Listening, interpreting, speaking), ICT skills (using technology to gather, investigate and communicate information) | Thinking: Acquisition of knowledge Social: Resolving conflict, Cooperating Communication: Nonverbal communication, writing | Research: Information-literacy skills (Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating), Ethical use of media/information (understanding and applying social and ethical technology) Thinking: Critical-thinking skills (Analysing and evaluating issues and ideas), Transfer skills (using skills and knowledge in multiple contexts) | Thinking: Application, Analysis, Synthesis Research: Organizing, Interpreting data, Planning, Presenting research findings Communication: Speaking | Self-management: States of mind (Mindfulness, perseverance, emotional management, self-motivation, resilience) Social: Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers) | Research: Information-literacy skills (Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating), Media-literacy skills (Interacting with media to use and create ideas and information) Thinking: Critical-thinking skills (Analysing and evaluating issues and ideas), reflection/metacognitive skills (re)considering the process of learning) |
| Learner Profile Attributes (Sub) | Open-minded, Communicators, Reflective (Appreciation, Respect, Tolerance) | Caring, Inquirers, Principled, Reflective (Appreciation, Empathy, Respect) | Inquirers, Thinkers (Commitment, Curiosity) | Balanced, Communicators (Creativity, Independence, Integrity) | Risk-takers, Thinkers (Confidence, Cooperation, Integrity) | Open-minded, Knowledgeable, Inquirer (Curiosity, Commitment, Enthusiasm) |



Grade 5 Transdisciplinary Units 2019-2020

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|--|--|--|--|---|---|---|
| Transdisciplinary Theme | 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. | An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. | An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. | An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. | An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. | An inquiry into 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. |
| Unit Title | Choices You Make! | Technology Future | The Discovery Channel | Justice | A Clash of Ideas | WOW! |
| Central Idea | Our bodies are influenced by factors both within and beyond our control. | Technology impacts the world of work and leisure. | Exploration causes change to people and places. | Government systems can influence social justice, equity, diversity and environments. | Reaching peaceful resolutions to conflicts is achieved through the actions and reactions of all parties involved. | Rituals, traditions and artifacts provide a window for appreciation of the aesthetic. |
| Lines of Inquiry & Key Concepts | 1. The different systems of the body (Function) 2. Factors that affect our bodies (Causation) 3. Lifestyle choices affect our wellbeing (Responsibility) | 1. Changes in technology (Change) 2. Impacts of new technologies (Connection) 3. Challenges arising from advances in technology (Responsibility) | 1. Reasons for exploration (Causation) 2. The effects of exploration (Perspective) 3. Changes that exploration brings to people and places (Change) | 1. Types of government systems (Form) 2. Principles of human rights and social justice (Perspective) 3. The effects of government systems on social justice (Causation) | 1. Causes of conflict (Causation) 2. Understanding conflict from different perspectives (Perspective) 3. Living and working together successfully (Responsibility) | 1. How artifacts symbolize beliefs and values (Connection) 2. Significance of rituals and traditions (Change) 3. Appreciation of the aesthetic is influenced by various factors (Perspective) |
| Strands and Related Concepts | Living Things: Biology, Systems, Genetics Social Organization and Culture: Identity Resources and the Environment: Consumption, Pollution, Poverty, Wealth | Continuity and Change Through Time: Chronology, Innovation, Progress. Materials and Matter: Uses of materials Forces and Energy: Efficiency. Technological advances, Sustainability, Ethics | Social Organization and Culture: Authority, Conflict, Diversity, Religion Continuity and Change Through Time: Civilization, Conflict, Discovery, Exploration, History, Migration, Progress Human and Natural Environments: Amenities, Borders, Geography, Impact, Locality, Regions, Settlements | Social Organization and Culture: Rights, Equality, Justice, Freedom, Cooperation, Authority | Social Organization and Culture: Authority, Communication, Diversity, Opinion, Prejudice, Religion Human Systems and Economic Activities: Conflict, Cooperation, Education, Freedom, Justice, Truth | Social Organization and Culture: Artifacts, Beliefs, Diversity, Religion, Traditions, Values |
| ATL (Approaches to Learning) | Self-management: States of mind (Mindfulness, perseverance, emotional management, self-motivation, resilience) Social: Developing positive interpersonal relationships and collaboration skills (Using self-control, managing setbacks, supporting peers) | Thinking: Acquisition of knowledge Social: Resolving conflict, Cooperating Communication: Nonverbal communication, Writing | Research: Information-literacy skills (Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating) Communication: Exchanging-information skills (Listening, interpreting, speaking) Literacy skills (Reading, writing and using language to gather and communicate information) | Thinking: Application, Analysis, Synthesis Research: Organizing, Interpreting data, Planning and presenting research findings Communication: Speaking | Research: Planning, Organizing data, and presenting research findings Information-literacy skills (Formulating, and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating) Social: Accepting responsibility, Respecting Others, Cooperating, Resolving conflict Developing positive interpersonal relationships and collaboration skills (Using self-control, managing setbacks, supporting peers) | Self-management: Planning, Time management Thinking: Evaluation, Dialectical thought, Metacognition Creative (Generating novel ideas and considering new perspectives) Transfer skills (Using skills and knowledge in multiple contexts) Communication: Exchanging-information skills (Listening, interpreting, speaking) Literacy skills (Reading, writing and using language to gather and communicate information) |
| Learner Profile Attributes (Sub) | Balanced, Reflective (Commitment, Independence, Respect) | Balanced, Caring, Thinkers. (Commitment, Independence, Integrity) | Inquirers, Open-minded, Reflective (Empathy, Curiosity, Tolerance) | Knowledgeable, Open-minded (Confidence, Cooperation) | Communicators, Open-minded, Principled (Empathy, Integrity, Tolerance) | Communicators, Risk-takers (Appreciation, Creativity, Enthusiasm) |