



## K1 Transdisciplinary Overview 2019-2020

	Who We Are	How We Organize Ourselves	How We Express Ourselves	Sharing the Planet	Where We Are In Place and Time
<b>Transdisciplinary Theme</b>	An inquiry into the nature of the self; beliefs and values; <b>personal, physical, mental, social and spiritual health</b> ; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into the interconnectedness of human-made systems and communities; the structure and <b>function of organizations</b> ; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and <b>function of organizations</b> ; 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 <b>with other living things</b> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	An inquiry into <b>orientation in place and time</b> ; <b>personal histories</b> ; 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
<b>Unit Title</b>	We Are All Unique	Transport Systems	Homes and Families	Survival	Past, Present and Future Me
<b>Central Idea</b>	Lifelong learners explore their identity in relationships with others and their environment	Transport systems connect us with places and people	Our homes bring out the connections between us	Living things depend on their environment in order to survive	When we reflect we learn something new about ourselves, others and the environment
<b>Lines of Inquiry &amp; Key Concepts</b>	1. What makes us unique ( <b>Form</b> ) 2. How we take care of ourselves, others and our environment ( <b>Responsibilities</b> ) 3. Our rights and responsibilities at school ( <b>Change</b> )	1. Types of transportation we use ( <b>Form</b> ) 2. Reasons for using different types of transport ( <b>Perspective</b> ) 3. How transport connects communities ( <b>Connection</b> )	1. Different types of homes ( <b>Form</b> ) 2. How are our homes similar and different ( <b>Connection</b> ) 3. Our roles and our family members roles at home ( <b>Responsibility</b> )	1. Characteristics of living things ( <b>Function</b> ) 2. What does the environment provide ( <b>Causation</b> ) 3. What do living things need ( <b>Connection</b> )	1. Our personal journey from birth to present ( <b>Change</b> ) 2. Ways of documenting personal history ( <b>Causation</b> ) 3. The way our knowledge and skills grow ( <b>Perspective</b> )
<b>Strands and Related Concepts</b>	<b>Living Things:</b> Biology <b>Identity:</b> Diversity <b>Active Living:</b> Body form, Spatial awareness <b>Other:</b> Balance, Consequence, Behaviour, Interaction, Relationships, Role, Rights, Values	<b>Resources and the Environment:</b> Systems, Network, Sustainability <b>Human and Natural Environments:</b> Geography, landscapes <b>Others:</b> Opinion	<b>Living Things:</b> Adaptation <b>Social Organization and Culture:</b> Diversity, Family, Identity, Traditions <b>Other:</b> Creativity, Sequence, Place, Character	<b>Living Things:</b> Animals, Classification, Habitat, Interdependence <b>Human and Natural Environments:</b> Geography, Impact, Landscape <b>Resources and the Environment:</b> Consumption	<b>Continuity and Change Through Time:</b> Chronology, History <b>Living Things:</b> Growth <b>Human Systems and Economic Activities:</b> Production, Relationships <b>Social Organization and Culture:</b> Artifacts, Family
<b>ATLs (Approaches to Learning)</b>	<b>Self-management:</b> Spatial awareness, Codes of behaviour, Safety <b>Social:</b> Accepting responsibility, Respecting others, Resolving conflict <b>Communication:</b> Listening, Speaking	<b>Thinking:</b> Acquisition of knowledge <b>Social:</b> Supporting others, Cooperating <b>Communication:</b> Reading, Nonverbal communication, Writing <b>Research Skills:</b> Formulating and Planning	<b>Self-management:</b> Gross motor skills, Fine motor skills, Spatial awareness <b>Social Skills:</b> Respecting others <b>Communication:</b> Reading, Presenting, Listening, Writing (mark-making)	<b>Research Skills:</b> Observing, Collecting and Recording data, Presenting research <b>Self-management:</b> Gross and fine motor skills, Spatial awareness, Organisation <b>Communication:</b> Writing	<b>Research Skills:</b> Observing, Collecting and Recording data, Presenting Research <b>Thinking:</b> Evaluation, Metacognition <b>Self-management:</b> Organisation <b>Communication:</b> Viewing
<b>Learner Profile Attributes (Sub)</b>	Risk-taker, Principled, Balanced, Caring ( <i>Confidence, Cooperation</i> )	Balanced, Inquirers ( <i>Cooperation, Commitment, Curiosity</i> )	Communicators, Open-minded, Reflective ( <i>Respect, Curiosity, Appreciation</i> )	Caring, Knowledgeable, Principled ( <i>Respect, Empathy, Integrity</i> )	Balanced, Open-minded, Thinkers ( <i>Empathy, Curiosity, Respect</i> )