



## Grade 3 Transdisciplinary Overview 2020-2021

	How We Express Ourselves	Where We Are in Place and Time	Sharing the Planet	How We Organize Ourselves	How the World Works	Who We Are
<b>Transdisciplinary Theme</b>	An inquiry into the ways in which we discover and <b>express ideas, feelings</b> , nature, <b>culture, beliefs and values</b> ; the ways in which we <b>reflect on</b> , extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <b>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</b>	An inquiry into rights and responsibilities in the struggle to share finite <b>resources with other people</b> and with other living things; <b>communities and the relationships within and between them</b> ; <b>access to equal opportunities</b> ; peace and conflict resolution.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their <b>impact on humankind and the environment.</b>	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 <b>nature of the self</b> ; beliefs and values; <b>personal, physical, mental, social and spiritual health</b> ; human relationships including families, friends, communities, and cultures; <b>rights and responsibilities</b> ; what it means to be human.
<b>Unit Title</b>	Beliefs and values	Ancient Civilizations	Food for Thought	City Systems	May the Force Be With You	Body Systems
<b>Central Idea</b>	People's experiences impact their beliefs and values.	Aspects of ancient civilizations are reflected in life today.	Access to food reflects the equity of societies.	A city has many systems operating to support the people who live in it.	Forces create energy that impacts our lives and the environment	The effective interactions between human body parts contribute to health and survival.
<b>Lines of Inquiry &amp; Key Concepts</b>	<ol style="list-style-type: none"> <li>Beliefs and values can be interpreted differently (<b>Perspective</b>)</li> <li>Beliefs and values change over time (<b>Change</b>)</li> <li>How experiences impact our beliefs and values (<b>Causation</b>)</li> </ol>	<ol style="list-style-type: none"> <li>Understanding life in ancient civilizations (<b>Perspective</b>)</li> <li>Artifacts of ancient civilizations used in today's world (<b>Connection</b>)</li> <li>Society and life in ancient and modern times (<b>Change</b>)</li> </ol>	<ol style="list-style-type: none"> <li>The initiatives to choose healthy foods (<b>Responsibility</b>)</li> <li>Food choices impact people's health and wellbeing (<b>Causation</b>)</li> <li>How equity depends on accessibility of food (<b>Connection</b>)</li> </ol>	<ol style="list-style-type: none"> <li>The nature and characteristics of a city (<b>Form</b>)</li> <li>How cities have changed over time (<b>Change</b>)</li> <li>The systems that operate within a city to support the population (<b>Function</b>)</li> </ol>	<ol style="list-style-type: none"> <li>The different types of forces (<b>Form</b>)</li> <li>How consequences of forces help improve daily lives (<b>Function</b>)</li> <li>How forces and energy increase sustainability? (<b>Responsibility</b>)</li> </ol>	<ol style="list-style-type: none"> <li>The parts of the body and their roles (<b>Form</b>)</li> <li>Body parts are interdependent for the body to work properly (<b>Connection</b>)</li> <li>Actions that will lead to a healthy body (<b>Responsibility</b>)</li> </ol>
<b>Strands and Related Concepts</b>	<p><b>Social Organization and Culture:</b> Communication, Diversity, Impact, Traditions</p> <p><b>Other:</b> Beliefs, Values, Growth, Transformation, Influence, Interpretation, Opinion, Pattern, Structure</p>	<p><b>Continuity and Change Through Time:</b> Artefacts, Chronology, Civilizations, Discovery, Exploration, History, Heritage, Progress, Revolution, Technology</p> <p><b>Social Organization and Culture:</b> Artifacts, Citizenship, Culture, Customs, Economy, Education, Institutions, Government, Religion, Traditions</p> <p><b>Other:</b> Adaptations, Authority, Conflict, Cycles, Entropy, Freedom, Geography,</p>	<p><b>Human and Natural Environments:</b> Dependence, Population, Landscape</p> <p><b>Resources and the Environment:</b> Consumption, Distribution, Exchange, Production, Poverty, Wealth</p> <p><b>Living Things:</b> Biodiversity, Ecosystem</p> <p><b>Other:</b> Cycle, Equality, Origin, Justice, Supply, Demand, Survival</p>	<p><b>Continuity and Change:</b> Adaptation, Immigration, Migration, Progress, Innovation, Technology</p> <p><b>Human Systems and Economic Activities:</b> Cooperation, Economy, Government, Production</p> <p>Transportation, Settlements, Structures, Sustainability, System</p> <p><b>Other:</b> Authority, Citizenship, Diversity, Efficiency, Equality, Growth, Incentives, Limits, Needs, Wants, Networks, Ownership</p>	<p><b>Forces and Energy:</b> Efficiency, Gravity, Physics, Power</p> <p><b>Other:</b> Advances, Consequences, Evidence, Impact, Model, Properties, Sustainability, Technology, Transfer</p>	<p><b>Living Things:</b> Biology, Body systems, Cells, Cycle, Organisms</p> <p><b>Identity:</b> Diversity, Gender</p> <p><b>Active Living:</b> Body form, Spatial awareness</p> <p><b>Other:</b> Balance, Consequences, Incentives</p>
<b>ATLs (Approaches to Learning)</b>	<p><b>Self-management:</b> Codes of behavior, Goal setting, Time management, Organization, Safety</p> <p><b>Communication:</b> Reading, Writing, Viewing, Non-verbal communication</p>	<p><b>Thinking:</b> Acquisition of knowledge</p> <p><b>Social:</b> Resolving conflict, Cooperating</p> <p><b>Communication:</b> Nonverbal communication, Writing</p>	<p><b>Self-management:</b> Self motivation, Perseverance, Resilience</p> <p><b>Social:</b> Accepting responsibility, Self control</p>	<p><b>Thinking:</b> Application, Analysis, Synthesis</p> <p><b>Research:</b> Organizing, Interpreting data, Planning, Presenting research findings</p> <p><b>Communication:</b> Speaking</p>	<p><b>Research:</b> Formulating good questions, Observing, Collecting, Recording and Interpreting data</p> <p><b>Social:</b> Cooperating, Group decision-making, Resolving conflict</p>	<p><b>Social:</b> Emotional intelligence, Respecting others</p> <p><b>Self-management:</b> Managing self, Mindfulness</p>
<b>Learner Profile Attributes (Sub)</b>	Communicators, Risk-takers (Appreciation, Confidence, Creativity)	Knowledgeable, Open-minded, Reflective (Respect, Tolerance)	Balanced, Caring, Principled (Creativity, Cooperation, Empathy)	Knowledgeable, Thinkers (Cooperation, Integrity)	Inquirers, Balanced (Curiosity, Independence)	Balanced, Caring (Commitment, Enthusiasm)



## Grade 4 Transdisciplinary Overview 2020-2021

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
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 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	I Am	Impact Makers	Zap!	"Influencers" Change Your Mind	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"> <li>The influence of family history and culture (<b>Causation</b>)</li> <li>How humans experience identity change (<b>Change</b>)</li> <li>The value and power of international mindedness demonstrating the PYP Learner Profile attributes (<b>Responsibility</b>)</li> </ol>	<ol style="list-style-type: none"> <li>Problems and challenges that occur in our world (<b>Causation</b>)</li> <li>How individuals and groups have created positive change (<b>Change</b>)</li> <li>Our responsibility to create positive change (<b>Responsibility</b>)</li> </ol>	<ol style="list-style-type: none"> <li>How electricity and magnetism are generated (<b>Form</b>)</li> <li>Forms of sustainable energy (<b>Change</b>)</li> <li>The interdependence of electricity and magnetism (<b>Connection</b>)</li> </ol>	<ol style="list-style-type: none"> <li>Reasons why people try to influence each other (<b>Causation</b>)</li> <li>Different persuasive techniques (<b>Perspective</b>)</li> <li>Ethics in advertising (<b>Responsibility</b>)</li> </ol>	<ol style="list-style-type: none"> <li>The needs and wants of communities (<b>Perspective</b>)</li> <li>The responsibilities within an organization (<b>Function</b>)</li> <li>How organizations develop successfully (<b>Form</b>)</li> </ol>	<ol style="list-style-type: none"> <li>Human discoveries about our solar system and universe (<b>Function</b>)</li> <li>Changes of understanding and exploration of the universe (<b>Perspective</b>)</li> <li>The impact of space discoveries on our future lives (<b>Connection</b>)</li> </ol>
Strands and Related Concepts	<p><b>Social Organization and Culture:</b> Family, Citizenship, Identity, Roles, Traditions</p> <p><b>Continuity and Change Through Time:</b> Chronology, History</p> <p><b>Social Organization and Culture:</b> Authority, Beliefs, Values, Communication, Ethics</p> <p><b>Other:</b> Adaptation, Balance, Bonding, Customs, Diversity, Equality, Freedom, Genetics, Geography, Incentives, Influence, Interdependence, Migration, Immigration, Population, Religion, Similarities, Differences</p>	<p><b>Continuity and Change Through Time:</b> Conflict, Innovation, Progress, Revolution</p> <p><b>Resources and the Environment:</b> Conservation, Interdependence, Pollution, Poverty, Wealth, Sustainability</p> <p><b>Other:</b> Freedom, Incentives, Leadership</p>	<p><b>Forces and Energy:</b> Conservation of energy, Equilibrium, Forms of energy (renewable, non-renewable), Magnetism, Pollution, Power, Sustainability, Technological advances, Transformation of energy</p> <p><b>Other:</b> Supply, Demand, System</p>	<p><b>Human Systems and Economic Activities:</b> Freedom, Communication, Prejudice, Truth</p> <p><b>Social Organization and Culture:</b> Authority, Beliefs, Values, Communication, Ethics</p>	<p><b>Human Systems and Economic Activities:</b> Communications, Cooperation, Economic factors</p> <p><b>Other:</b> Authority, Balance, Barter, Continuity, Consumption, Service, Dependence, Employment, Incentives, Leadership, Legislation, Limits, Location, Markets, Needs, Wants, Networks, Ownership, Regulations</p>	<p><b>Earth and Space:</b> Atmosphere, Climate, Gravity, Seasons, Space, Systems (solar, weather), Theory of origin, Sustainability, Survival</p> <p><b>Continuity and Change Through Time:</b> Continuity, Discovery, Exploration, Progress, Technology</p> <p><b>Other:</b> Interdependence</p>
ATLs (Approaches to Learning)	<p><b>Research:</b> Information-literacy skills (Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)</p> <p><b>Communication:</b> Exchanging-information skills (Listening, interpreting, speaking), ICT skills (using technology to gather, investigate and communicate information)</p>	<p><b>Thinking:</b> Acquisition of knowledge</p> <p><b>Social:</b> Resolving conflict, Cooperating</p> <p><b>Communication:</b> Nonverbal communication, writing</p>	<p><b>Research:</b> 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)</p> <p><b>Thinking:</b> Critical-thinking skills (Analysing and evaluating issues and ideas), Transfer skills (using skills and knowledge in multiple contexts)</p>	<p><b>Thinking:</b> Application, Analysis, Synthesis</p> <p><b>Research:</b> Organizing, Interpreting data, Planning, Presenting research findings</p> <p><b>Communication:</b> Speaking</p>	<p><b>Self-management Skills:</b> States of mind (Mindfulness, perseverance, emotional management, self-motivation, resilience)</p> <p><b>Social:</b> Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)</p>	<p><b>Research:</b> 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)</p> <p><b>Thinking:</b> Critical-thinking skills (Analysing and evaluating issues and ideas), reflection/metacognitive skills (re)considering the process of learning)</p>
Learner Profile Attributes (Sub)	Open-minded, Communicators, Reflective <i>(Appreciation, Respect, Tolerance)</i>	Caring, Inquirers, Principled, Reflective <i>(Appreciation, Empathy, Respect)</i>	Inquirers, Thinkers <i>(Commitment, Curiosity)</i>	Balanced, Communicators <i>(Creativity, Independence, Integrity)</i>	Risk-takers, Thinkers <i>(Confidence, Cooperation, Integrity)</i>	Open-minded, Knowledgeable, Inquirer <i>(Curiosity, Commitment, Enthusiasm)</i>