

Pre-K : Age 3-5 years old

Transdisciplinary Theme	WHO WE ARE	HOW WE EXPRESS OURSELVES	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
Central Idea	Understanding who we are helps us make choices and connect with others.	Through play we express our feelings and ideas and come to new understandings.	People play different roles in the community to which they belong.	Living things have needs in which to grow and survive
Lines of inquiry	<ul style="list-style-type: none"> • Ways we are similar and different • Understanding feelings, what causes them, and how we act on them • Making choices and solving problems 	<ul style="list-style-type: none"> • Communication through play • Imaginative use of everyday materials • Discovery through play 	<ul style="list-style-type: none"> • The structure and organization of the community • Roles and responsibilities within a community • Interdependency within a community 	<ul style="list-style-type: none"> • The many different kinds of living things • Characteristics and needs of living things • Changes people can make
Key Concepts	Form, Causation, Responsibility	Function, Form, Perspective	Function, Connection, Responsibility	Form, Causation Change
Related Concepts	friendships, fairness, choices	imagination, problem solving, Independence, play, communication, choice,	roles, relationship, citizenship, work	growth, needs, survival, pattern, cycles sequence, symmetry
Main Subject Focus	PSPE, Social Studies, English, Spanish, Art	Music, Art, PSPE, TI , Social Studies, English	Social Studies, Spanish , English	Science, Maths, English
Other Integrating subjects	Maths, TI	Spanish , Maths, Science	Art, TI	Art, Music, PSPE
ATL	Communication, Social, Self-management	Communication, Social, Self-management	Research, Communication, Social	Thinking
LP	Communicators, Principled, Balanced	Communicator, Principled, Caring	Inquirer, Knowledgeable, Principled	Inquirers, Thinkers, Caring

<p>Unit Description</p>	<p>In this unit students will identify the key features about themselves and compare them to others. They will discuss their likes and their dislikes, their families and their choices. We will write the essential agreements for the year. The students will look at good and bad choices in school and make healthy choices in their own lives.</p>	<p>In this unit, learners will inquire into how they play, the nature of friendship and how they express their feelings.</p>	<p>An inquiry into the roles and responsibilities of members of our family, school and island community.</p>	<p>Students engage with the natural world through exploration and play. Learning is sparked in the natural world through authentic and individual inquiries of nature and extended into the classroom. Learners take ownership of their discoveries so that teachers can then foster the development of their interests through research, literature, artwork and play.</p> <p>This unit can be widened into the needs of all living things. Through authentic experiences, learners investigate and build an understanding of living things and our responsibilities toward them. Learners explore their surroundings, and challenge and extend their own thinking about the natural world.</p>
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Kindy: Age 5-6 years old

Transdisciplinary Theme	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET	WHO WE ARE
Central Idea	Throughout the world and history, people play games	Music and dance are a form of expression that can bring people and communities together.	Scientists and inventors use their knowledge of forces to invent and create.	Living creatures impact our world and interact with people in different ways.	We experience the world through our senses.
Lines of inquiry	<ul style="list-style-type: none"> • The reason people play games • Patterns and common elements of games • Inventing and using games in our life 	<ul style="list-style-type: none"> • Purpose of music and dance • Ways music and rhythm affect dance • Similarities and differences between dances around the world • Connecting with our community 	<ul style="list-style-type: none"> • How different forces work • Identifying forces in our lives • Applying our knowledge to create and solve problems 	<ul style="list-style-type: none"> • Scientific classification-case study of bugs • Similarity and difference between living creatures • Connection between living things and the environment • Our responsibility to other living things 	<ul style="list-style-type: none"> • The function of each sense • Using our senses to interact with our world • Challenges faced by people with sensory loss
Key Concepts	Form, Change, Connection	Function, Perspective, Causation	Function, Causation, Connection	Form, Connection, Responsibility	Function, Perspective,
Related Concepts	leadership, patterns, cooperation, growth, fairplay	communication, purpose, tradition, expression, performance,	forces, push/pull, movement, problem-solving	categorizing, interdependence, cycles, patterns, sorting, responsibility, community	similarities and differences, safety, purpose, communication, opinions

Main Subject Focus	PSPE, Social Studies, English	Music, English, PSPE,	Science	TI, Science, English	Art, Science, English
Other Integrating subjects	TI, Art, Maths, Spanish, Music	Maths, Social studies , Art, Spanish	Maths, English PSPE, Art, Music	Social Studies, Spanish Art, PSPE, Music	Spanish , Music, Social Studies
ATL	Self-management, Social,	Communication, Social	Thinking, Research	Research, Social	Self-management, Communication
LP	Principled, Open-minded	Open-minded, Risk-taker	Inquirer, Thinker,	Knowledgeable, Caring	Balanced, Risk-taker
Unit Description	<p>In this unit students explore the central idea that throughout history games have played a role in people's lives. They explore the role games have played in the history of their own lives through a personal history project of creating a timeline of their favorite games over the course of their lives. They examine the reason people play games through categorizing and analyzing games they play each day into different purposes, practicing skills, building strength and coordination, etc. They also invent a game of their own, and look for the patterns and common elements needed in its invention.</p>	<p>An inquiry into expressing ourselves through dance, movement, and song. Learning nursery rhymes, songs and dances from around the world. Being open-minded about different cultures, taking risks to try new things and reflecting upon experiences.</p>	<p>In this unit children investigate how forces move things by playing with simple toys. They predict and record their explorations of how things can go faster, slower, change directions, stop and start. They observe and explain what forces are acting on the movement of an object through various projects, such as building ramps for toy cars, making "magnet mazes" and flying paper airplanes.</p>	<p>In this unit students investigate the central idea that living creatures in our world interact with people in different ways. This is done through looking at insects in particular, classifying, observing similarities and differences and uncovering connections. Children display their learnings through a summative assessment where they pretend they have discovered a new species of insect and describe its appearance, habitat, diet, and place in a food web.</p>	<p>In this unit, students will explore their senses and learn how they interact and connect with the world: their likes and dislikes, and how they are similar and different to others. They will understand the function of each sense, how we use them to be safe, how we use them to interact with our world, and what makes us different from other creatures/animals. Students will explore a new perspective: people who have sensory loss (blind, deaf) and how they interact with the world (sign language and braille).</p>

Grade 1: Age 6-7 years old

Transdisciplinary Theme	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET	HOW THE WORLD WORKS	HOW WE EXPRESS OURSELVES
Central Idea	Becoming independent requires people to use many strategies and develop different skills.	The climate and resources of an area impact the design of shelters people construct.	Systems are developed to produce and distribute food.	People can establish practices in order to sustain and maintain the Earth's resources.	Water is essential to life and is a limited resource.	Throughout the world and history, people have created stories for a variety of reasons.
Lines of inquiry	<ul style="list-style-type: none"> ● Decision making ● Social interaction ● Becoming independent ● Developing a growth mindset and utilizing mindfulness 	<ul style="list-style-type: none"> ● Types of human-made shelters ● The factors that need to be considered when designing and building a structure ● Resources used for building shelters ● How and why shelters have changed over time 	<ul style="list-style-type: none"> ● How food changes during production ● Reasons why we process food ● Ways that food is distributed ● The impact of producing and distributing food 	<ul style="list-style-type: none"> ● Limited nature of the Earth's resources ● Personal choices that can help sustain the environment ● Reducing, reusing and recycling different materials ● Repurposing and refusing to reduce waste 	<ul style="list-style-type: none"> ● Sources of water and how it is used ● Importance of sanitation on human health ● Properties of water ● Responsibilities regarding water 	<ul style="list-style-type: none"> ● Reasons behind myths, fables and legends ● Different ways myths, fables and legends were/are communicated ● Influence of myths, fables and legends ● Things we can learn from myths fables and legends
Key Concepts	Change, Responsibility, Causation	Form, Function, Causation	Function, Change, Connection	Change, Perspective, Responsibility	Form, Function, Responsibility	Form, Causation, Connection

Related Concepts	goal setting, resilience endurance, balance initiative, values, organisation growth	resources, materials, forces, shape, location, structure	Interdependence, systems, organisation, networks, process	resources, opinion, values, choice systems, sharing	connections, cycles, pollution, poverty properties,systems, purpose	impact, beliefs, purpose structure, communication (beginning /middle/ ending, problem, solution), cause and effect, audience
Main Subject Focus	PSPE, TI,	English, PSPE, Social Studies, Science, TI	Social Studies, Science English	Social Studies, Art, Science	Science, Social Studies	Spanish, English, TI
Other Integrating subjects	English, Social Studies, Art, Music, Spanish	Art, Spanish , Maths,	Spanish, Art, TI	English , Spanish, TI, PSPE	TI, Music, English , Art	Social Studies , Music
ATL	Communication, Social, Thinking, Self-management	Communication, Thinking	Research	Research, Social	Research, Self-management, Thinking	Communication
LP	Risk-takers, Balanced, Reflective	Thinkers, Communicators	Inquirers, Thinkers	Principled, Caring, Reflective	Inquirers, Thinkers, Knowledgeable,	Open-minded, Inquirers, Communicators
Unit Description	In this Who We Are unit we will inquire into personal qualities, strengths and weaknesses and mindset. Did you know you can grow your brain stronger? Do you know how to be a risk-taker and become more independent? Soon we will have answers to all of these questions! At the end of this unit, you will know how to set a SMART goal, which is an important life skill that simplifies an ambition and breaks it down into actionable steps, making it more likely to be achieved.	In this Where we are in Place and Time unit we will be investigating the connection between structures people build and the environment they live in. We will learn about shelters from around the world and in different times. Did you know that shapes can be strong? What kind of shelter would you design to live in? Can some shelters be better for our environment than others? We will find out the answers to these questions in this unit.	In this How we Organise Ourselves unit we will inquire into where our food comes from and how it is made. We will learn the process food goes through from the farm to the table and the systems in place to move food all over the world. Do you know how to make bread, butter and tomato ketchup? After this unit you will!	In this Sharing the Planet unit we will inquire into our planet Earth and the resources it gives us. We will learn how we can reduce waste and the reasons why. Do you know new paper can be made from old and that plastic can be recycled on Tortola? Do you recycle in your home? At the end of this unit you will know how to reduce, reuse and recycle.	In this How the World Works unit we will inquire into something we cannot live without...water! We will learn all about water in the air and on the land and why not all people can get clean water. Do you know that the water on Earth now is the same water the dinosaurs drank? At the end of this unit you will have a new appreciation for taking care of this important resource.	In this Express Yourself unit we will inquire into stories from long ago and from many parts of the world. We will also learn what makes a good story and write stories of our own. Do you know why people create stories? Can you tell, write, draw or act in a story? At the end of this unit you will be able to express yourself through a story!

Grade 2: Age 7-8 years old

Transdisciplinary Theme	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE ORGANIZE OURSELVES	HOW WE EXPRESS OURSELVES
	<p><i>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.</i></p>	<p><i>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 civilisations, from local and global perspectives.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>
Central Idea	<p>People's relationships with each other can have an impact on well-being.</p>	<p>Geology provides an insight into changing human settlements and activity.</p>	<p>Scientists test out theories to gain an understanding of the world around them.</p>	<p>Animals adapt to enable them to survive in a particular habitat.</p>	<p>Marketplaces arise and change to meet a community's needs.</p>	<p>People explore language and words to appreciate, understand and make connections to their world.</p>
Lines of inquiry	<ul style="list-style-type: none"> ● The role of relationships in our lives ● Behaviour and attitudes that affect relationships ● The role of perspective in building effective relationships 	<ul style="list-style-type: none"> ● Composition of the Earth ● Forces that change the Earth's surface ● Human response to Earth's changes 	<ul style="list-style-type: none"> ● Ways of knowing or discovering ● Process of recording discoveries ● Application of new ideas 	<ul style="list-style-type: none"> ● The characteristics that define a habitat ● Features of plants and animals within a habitat ● Interdependence of living things within a habitat: case study coral reefs and tide pools ● The impact of human actions on a habitat 	<ul style="list-style-type: none"> ● Features of a marketplace ● Forms of exchange ● Responsibilities of producers and consumers ● Factors influencing decisions in the marketplace 	<ul style="list-style-type: none"> ● Forms of poetry ● Expressive language and presentation ● Elements of poetry
Key Concepts	<p>Function, Causation, Perspective</p>	<p>Form, Causation, Change</p>	<p>Function, Causation, Connection</p>	<p>Form, Causation, Connection</p>	<p>Function, Causation, Change</p>	<p>Form, Connection</p>

Related Concepts	communication, relationships, conflict	migration, transformation movement, erosion, geology	forces, process (scientific method), discovery, prediction	interdependence, adaptation, classification	interdependence, supply and demand, value	patterns, interpretation, presentation
Main Subject Focus	Social studies, PSPE, TI	TI, Science	TI, Science	Science, Social Studies	TI, Social Studies, English, Maths	English, Music, Spanish
Other Integrating subjects	English, Spanish, Music, Art	English, Social studies, Art	English, Maths	English, Art, T I	Spanish, Art, Music	PSPE, Art, TI
ATL	Communication, Social, Thinking	Research	Self-management, Research	Thinking	Social, Communication	Communication
LP	Communicators, Open-minded, Caring	Thinkers, Knowledgeable, Inquirers	Inquirers, Principled, Reflective	Caring, Inquirers, Balanced	Knowledgeable, Communicators, Balanced	Open-minded, Risk-taker, Reflective
Unit Description	In this "Who we are" unit, students inquire into relationships they have with themselves, their peers, their families, and their communities. Students will learn productive ways to be a good friend and solve conflicts within their relationships.	In this "Where we are in place and time" unit, students will inquire into the layers and composition of the Earth impacts human settlements. They will explore how human impact changes the Earth.	This unit on "How the world works" will inquire into the processes scientists use to predict and test theories. Students will explore a variety of scientific concepts through experiments. They will create and share lab reports where they will ask questions, make predictions and hypotheses, write steps and procedures, collect data and present findings through research.	In this sharing the planet unit, students will inquire into habitats and biomes around the world. A focus will be on interdependence between living and non living things and how animals adapt to survive in a variety of different habitats. Students will also research the impact of humans on an environment.	In this "How We Organise Ourselves" unit, students will inquire into businesses and economics. Students will discover how the marketplace operates using terms such as goods, services, supply, demand, producers and consumers. Students will explore how businesses change in order to meet a community's needs.	In this "How we express ourselves" unit, students will inquire into the ways in which they can discover and express ideas, feelings, beliefs by investigating words and poetry. Students will begin to see the world around them and nature through a "Poet's Eyes".

Grade 3
Age 8-9 years old

Transdisciplinary Theme	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE ORGANIZE OURSELVES
	<p><i>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.</i></p>	<p><i>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 civilisations, from local and global perspectives.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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</i></p>	<p><i>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.</i></p>
Central Idea	Many factors contribute to a nation's identity.	Migration contributes to change.	Religion and spiritual belief contribute to human behaviour and connect people locally and globally.	Space presents opportunities and challenges.	Natural and human factors influence plant structure.	Communities create transportation systems to meet their needs.
Lines of inquiry	<ul style="list-style-type: none"> • The relevance of history to a country's identity • Significance of national symbols • The impact of geography on human activities 	<ul style="list-style-type: none"> • Causes of migration • Migration challenges and opportunity • How migration impacts culture 	<ul style="list-style-type: none"> • Elements and practices of major religions • How beliefs connect us and can influence the way we interact • Religions and beliefs offer multiple perspectives within a society 	<ul style="list-style-type: none"> • Comparing Earth to other planets in our solar system • Space exploration • Guardianship of Space 	<ul style="list-style-type: none"> • Understanding plant structure • Connection between plant structure and biomes • The impact of humans on plants in the environment 	<ul style="list-style-type: none"> • Features of transportation networks • Impact on societies and the environment • How systems of transport respond to changing needs
Key Concepts	Form, Causation, Connection	Causation, Change, Perspective	Form, Connection Perspective	Form, Connection, Responsibility	Connection, Perspective, Responsibility	Function, Change, Connection
Related Concepts	symbols, geography history, culture, identity	influence, movement, needs, survival, opportunity	similarities, differences, diversity, perception, prejudice, behaviour, ritual, celebration	space, technology, challenges, innovation, exploration,	sustainability, life-cycles, interdependence, conservation, structure, interdependence	economics, priorities, well-being, systems, networks

ATL	Communication, Thinking, Research	Thinking, Research	Thinking, Research	Research, Thinking, Self-management, Social, Communication	Self-management, Thinking, Research, Communication	Self-management, Communication. Social
LP	Thinkers, Open-minded, Reflective	Thinkers, Open-minded	Inquirers, Open-minded	Inquirers, Thinkers, Risk-Takers	Principled, Caring, Balanced	Knowledgeable, Thinkers, Communicators
Main Subject Focus	Spanish, TI, Social Studies	English, Social Studies Spanish?	English, Social Studies, Music, Art	TI, Science	Science , Social studies , Art , TI	Social Studies, Spanish,
Other Integrating subjects	English , Maths, Art, Music		PSPE, TI	English , Art , Maths, Music, PSPE		English
Unit Description	In this "Who we are" unit, students inquire into family histories and how those histories affect culture, the family, individuals and communities. Students will explore family ancestry and traditions.	In this "Where we are in place and time" unit, students will inquire into factors that contribute to a nation's identity. Students will learn the significance of national symbols as well as the impact of geography on human activities.	In this "How we express ourselves" unit, students will inquire into religion and spiritual beliefs. Students will investigate how religion and spiritual beliefs affect/contribute to human behavior. Students will learn that there are differences and commonalities between all religions and that religions will offer multiple perspectives within a society.	This unit on "How the world works" will inquire into the many opportunities and challenges that space presents. Students will compare Earth to other planets in the galaxy and they will explore ideas about guardianship of space. They will create their own space technology based on their learning.	In this "Sharing the Planet" unit students will inquire into the impact of humans on plants in the environment. Students will learn to understand plant structure. A focus will be on the connection between plant structures and their biomes.	In this "How We Organise Ourselves" unit, students will inquire into transportation systems and how they respond to a community's changing needs. Students will also explore the impact of transportation systems on societies and the environment.

Grade 4

Age 9-10 years old

Transdisciplinary Theme	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE EXPRESS OURSELVES	HOW WE ORGANIZE OURSELVES	WHERE WE ARE IN PLACE AND TIME	WHO WE ARE
	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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 civilisations, from local and global perspectives.</i></p>	<p><i>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.</i></p>
Central Idea	Weather is a powerful force that affects living and non-living things.	Equal access to the Earth's finite resources provides challenges for the global community.	People around the world use different forms of artistic expression to convey their individuality.	Civilizations organise to meet their needs	Exploration can lead to knowledge, discovery, and change.	Understanding how our body works empowers us to take responsibility for our health.
Lines of inquiry	<ul style="list-style-type: none"> • The natural elements that cause weather • The impact of weather and climate on living and non-living things • The ways in which advances in technology and science have enabled humans to make predictions about the weather 	<ul style="list-style-type: none"> • Finite and infinite natural resources • The distribution of natural resources • Challenges to have equitable access to natural resources 	<ul style="list-style-type: none"> • The diverse forms of creative expression • How artists convey meaning through art forms • Interpretations of art forms • Reasons people express themselves in different ways 	<ul style="list-style-type: none"> • Characteristics of civilizations • How people organize • Organizations in the past and present 	<ul style="list-style-type: none"> • The impacts of discoveries on societies through different lenses • Technological advances in exploration • Contributions made by explorers 	<ul style="list-style-type: none"> • Interdependence of body systems • Function of body systems • Impacts of behavior on health and systems.
Key Concepts	Function, Causation, Change	Causation, Responsibility, Function	Form, Connection, Perspective	Function, Causation, Change	Causation, Change, Perspective	Function, Connection, Responsibility

Related Concepts	systems, technology, impact	choice, equity, progress, communication	creativity, emotion, communication, elements expression, Interpretation	culture, communication roles and responsibilities survival	conflict, innovation technology	systems, health, healthy lifestyle, well-being, physical fitness, nutrition, exercise
Main Subject Focus	TI, Science, English	Social Studies, English	Art, Music, PSPE	Social Studies	TI , Social Studies	PSPE, Science
Other Integrating subjects		Science, T I	English, Spanish, Social Studies ,TI	English , PSPE, TI, Music, Art	English, Spanish , Science, Art, Music	English, Spanish, TI
ATL	Communication, Research	Communication, Social, Thinking	Communication, Research	Self-management, Communication	Communication, Thinking	Research, Self-management
LP	Inquirers, Knowledgeable, Communicators	Thinkers, Principled, Caring	Communicators, Reflective, Risk-taker	Communicators, Open-minded, Reflective	Inquirers, Knowledgeable, Risk-taker	Inquirers, balanced
Unit Description	This is an inquiry into extreme weather and its effect on humans. We will look at how different weather impacts places around the world, tools used to predict weather and consider how to stay safe.	Fragile Earth Is an inquiry into how human activity impacts the environment. We will look at how business affects our planet, how population impacts land and industry, and learn about renewable and non-renewable resources. We will consider how communities are affected by big business and look at industries like bottled water, mining, and oil refineries and consider alternative energies.	How We Express Ourselves is an exploration into all forms of art; dance, music, visual art, sculpture and drama. Children will discover how they can express themselves as artists through this inquiry.	Through investigating other cultures around the globe, children see other perspectives on history and then co-create a class tribe.	During this unit of inquiry, students will have an understanding of what an explorer is, his or her impact on history, and how explorers change the world.	Children will discover the body systems and how they are connected, how we take care of ourselves and how lifestyle choices impact our health.

Grade 5

Age 10-11 years old

Transdisciplinary Theme	SHARING THE PLANET	HOW WE EXPRESS OURSELVES	WHO WE ARE	HOW WE ORGANIZE OURSELVES	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME
Central Idea	Children worldwide encounter a range of challenges, risks and opportunities which people can respond to.	When consumers make choices, advertising is used to influence and persuade	Changes adolescents experience can affect their evolving sense of self.	Government systems influence the lives of citizens by promoting or denying rights and responsibilities	Energy takes many forms and can be stored and used in many ways.	Passion and understanding of global issues can lead to change which inspires action.
Lines of inquiry	<ul style="list-style-type: none"> • Similarities and differences in a personal, local and global context • How children respond to challenges, risks and opportunities • Ways in which people and organizations work to protect children from risk 	<ul style="list-style-type: none"> • Use of sounds, language, and images to convey messages • Ways advertisers influence people's choices • The evolution of advertising in the media • Making smart consumer choices 	<ul style="list-style-type: none"> • The physical, social, emotional and intellectual changes that occur throughout life • Factors that contribute to well being during adolescence • How relationships contribute to our self-concept (Building a positive self image) 	<ul style="list-style-type: none"> • How government systems function (ways power is shared) • The rights and responsibilities involved in decision making • Impact of leadership upon citizens 	<ul style="list-style-type: none"> • Forms of energy • Transformation of energy • How energy impacts our everyday lives 	<ul style="list-style-type: none"> • Our passions and understandings • Changing local and global issues • Different forms of action
Key Concepts	Connection, Perspective, Responsibility	Form, Connection, Responsibility	Change, Responsibility, Perspective	Function, Perspective, Responsibility	Function, Change, Connection	Form, Change, Connection, Responsibility

Related Concepts	equality, initiative, resilience, challenge, risk, opportunities	opinion, communication technique, choices, design	relationships, self-concept, resilience, maturity, well-being, puberty, mindset	Systems, leadership, decision making, choice, influence	behaviour, transformation relationships	passion, issues, action
Main Subject Focus	Social Studies, Spanish,	English , Music, Art, TI	PSPE, Social Studies , TI	TI, Social Studies	Science	TI, English, Spanish, Art, science, Social Studies
Other Integrating subjects	English, Art, TI, PSPE	Maths, Social Studies	English , Science	English , Art	Music , Art , TI,	Music , Maths, PSPE
ATL	Communication, Thinking	Communication, Thinking, Research	Social, Self-management	Communication	Thinking, Research, Self-management	Communication, Thinking Research, Social, Self-management,
LP	Inquirers, Open-minded, Reflective	Inquirers, Thinkers, Communicators	Thinkers, Balanced, Open-minded	Communicators, Balanced, Open-minded	Knowledgeable, Risk-taker, Principled	Inquirers, Thinkers, Caring, Risk-takers, Communicators
Unit Description	This unit explores some of the challenges (personal, local, global) faced by children around the world, and their responses in terms of opportunities to help and the issue of risks versus dangers. The unit serves to pinpoint possible topics for deeper learning during PYPx.	In this How We Express Ourselves unit, students will explore the ways in which we discover and express ideas, feelings, beliefs and values by examining the ways in which we can be influenced by advertisements and the media.	In this unit, students will explore how adolescents are changing in terms of their overall wellbeing, including going through puberty, the factors that contribute to these changes and an emphasis on how relationships contribute to their evolving sense of self.	In this unit, students will inquire into societal decision-making, rights and responsibilities, governmental policies and the economics to support them. Students will explore the structure and function of organizations in order to understand ways to express their rights and opinions.	In this How the World Works unit, students will inquire into how humans use their understanding of scientific principles and the impact of scientific and technological advances on society and on the environment by investigating how people use processes to explore questions and solve problems.	This unit allows students to have agency over the chosen transdisciplinary theme when discussions begin at the start of the year. Student voice and ownership are encouraged throughout by discussions with other group members and the teacher, who takes on the role of guide and facilitator.