

IB e-learning Series- Nicole Jagers

Implementing IB programmes with local context (national curriculum)

WORKSHOP OVERVIEW

A well designed curriculum is crucial for bringing relevance, authenticity and connection to learners. Understanding how knowledge is structured in turn improves teaching and learning and our ability to meet student learning goals.

A well designed curriculum is crucial for bringing relevance, authenticity and connection to learners.

This session explores

- How to unpack national curriculum using a conceptual lens engage to a higher level of thinking, motivation and differentiation for students.
- Understanding how knowledge is structured in turn improves teaching and learning and our ability to meet student learning goals.
- The final product - a transdisciplinary learning experience that enables curriculum planning to go across, between and beyond subjects.

IB e-learning series 2020

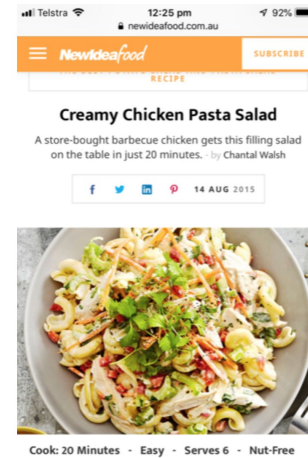
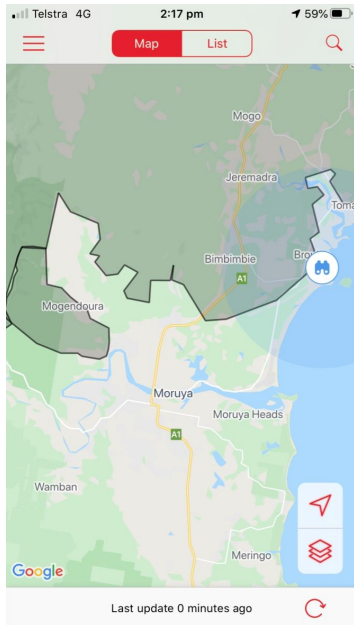
Bringing relevance, authenticity
and connection
to student learning

Presenter: Nicole Jagers

Aha...



Warm up!



My summer

Topics	Categories	Big Ideas!
Bushfires Maps Weather Cooking Driving Cleaning Storing Hail	Things I can't control Making the most of it Being prepared	Circumstance Independence Loss & Adversity

Aha #1

Life is transdisciplinary!



What does the IB say?

Transdisciplinary learning in the PYP conveys learning that has relevance between, across and beyond subjects and transcends borders that confine them to connect to what is real in the world.

On a practical level, it offers reflective questions for IB World Schools to push beyond traditional subject-based teaching to innovative concept-based and transdisciplinary approaches that bring **relevance, authenticity and connection to student learning.**

PYP Principles into Practice, Teaching and Learning p1

Aha #2

The trans themes
matter!



Understanding the PYP transdisciplinary themes

How we express ourselves

An inquiry into:

- The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;
- the ways in which we extend and enjoy our creativity;
- our appreciation of the aesthetic


<https://www.merriam-webster.com/>

<https://www.thesaurus.com/>

aesthetic adjective

 Save Word

æs-thet-ik | \ es-'the-tik , is-, *British usually* ës- \

variants: *also US* **esthethic** or **aesthetical** or *US* **esthetical** \ es-'the-ti-kəl , is-, *British usually* ës- \

Definition of *aesthetic* (Entry 1 of 2)

- 1 **a** : of, relating to, or dealing with [aesthetics](#) or the beautiful
// aesthetic theories
- b** : **ARTISTIC**
// a work of aesthetic value
- c** : pleasing in appearance : **ATTRACTIVE**
// ... easy-to-use keyboards, clear graphics, and other ergonomic and aesthetic features ...
— Mark Mehler

aesthetic [es-'thet-ik or, esp. *British*, ees-]

adj. **beautiful**

SYNONYMS FOR *aesthetic*

artistic

esthetic

gorgeous

creative

artful

inventive

UNPACKING HOW WE EXPRESS OURSELVES

discover	express	ideas	feelings	nature	culture	beliefs	values
<p>To find "unexpectedly"</p> <p>The find information, places or objects for the first time</p> <p>To make known or visible</p>	<p>Convey in words, gestures or conduct</p> <p>To communicate what you think or feel</p> <p>To give or share a true impression of</p>	<p>A thought or suggestion</p> <p>Aim or purpose</p>	<p>An emotion state of reaction</p> <p>Vague and irrational</p> <p>Sensitivity or intuitive understanding</p>	<p>The basic or inherent features, character or qualities of something</p>	<p>Ideas, custom and social behaviour of a group of people or society</p> <p>The arts of other manifestations of human intellect</p>	<p>An acceptance that something exists or is true, especially one without proof.</p> <p>Trust</p>	<p>The regard that something is held to deserve</p> <p>The importance worth or usefulness of something</p>

Reflect	Extend	Enjoy	Creativity
<p>Think deeply or carefully</p> <p>Consider</p> <p>Review</p> <p>Study</p> <p>Deliberate about</p>	<p>Expand</p> <p>Enhance</p> <p>Stretch</p> <p>Incorporate</p> <p>Incompass</p> <p>Comprehend</p> <p>Develop</p> <p>Build up</p>	<p><i>To take delight or pleasure in (an activity or occasion) / possess and benefit from.</i></p> <p>Entertained</p> <p>Amused</p> <p>Pleased</p> <p>Pleasure</p> <p>Delighted</p> <p>Appreciate</p>	<p><i>The use of imagination or original ideas to create something;</i></p> <p>Inventive</p> <p>Imagination</p> <p>Innovation,</p> <p>Artistry</p> <p>Expressiveness</p> <p>Inspiration</p> <p>Resourcefulness</p> <p>Ingenuity</p>

Unpacking How we express ourselves

Appreciation	Aesthetic
Value Cherish Respect Admiration Knowledge and acknowledgement	Beauty Appreciation Creative Inventive Pleasant Positive Responsive A set of principles underlying a type of art or artist Interested in look or feel

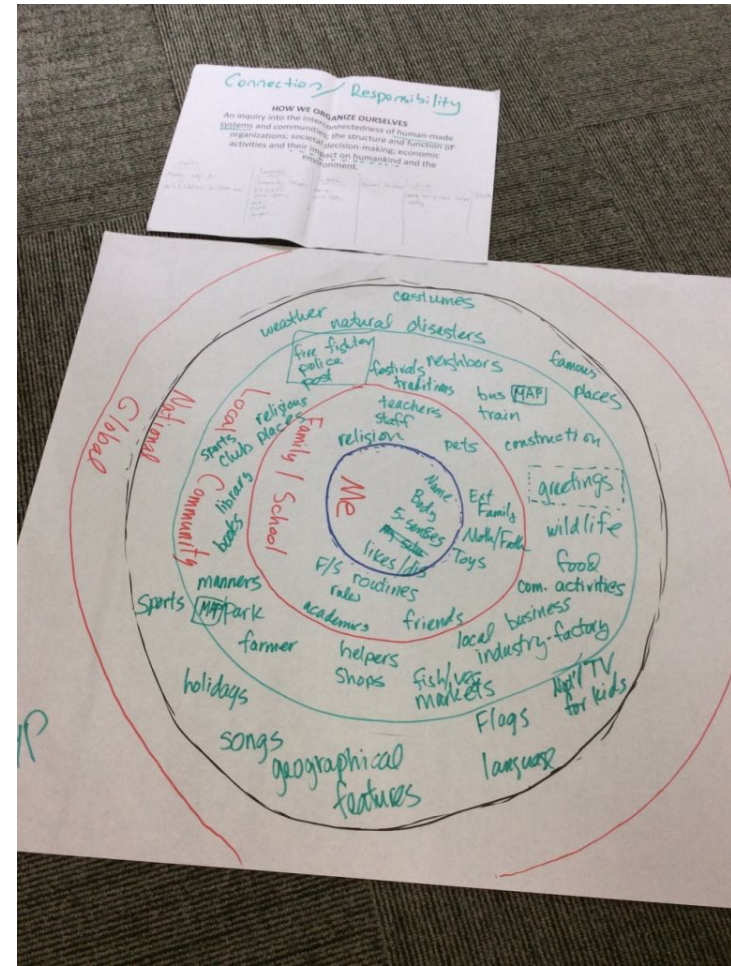
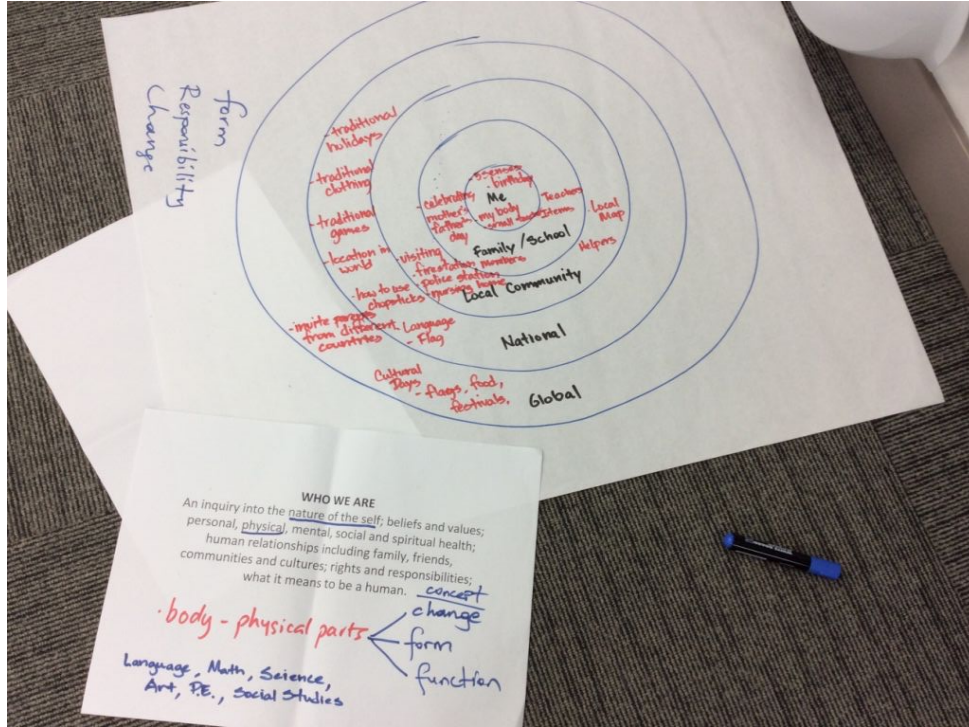
TRANSDISCIPLINARY THEME BALANCE- UNITS OF INQUIRY 2020						
PYP Trans Theme	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
Preschool	An inquiry into the nature of <u>self</u> ; beliefs and values; <u>personal, physical, mental, social and spiritual health</u> ; human relationships including families, <u>friends</u> , communities, and cultures; rights and responsibilities; <u>what it means to be human</u> .	An inquiry into orientation in place and time; <u>personal histories</u> ; 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.	An inquiry into the ways in which we discover and <u>express ideas, feelings, nature, culture, beliefs and values</u> ; the ways in which we extend and <u>enjoy our creativity' our appreciation of the aesthetic</u> .	An inquiry into <u>the natural world and its laws</u> ; the interaction between the natural world (physical and biological) and human societies; <u>humans and their understanding of scientific principles</u> ; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; <u>societal decision making</u> ; economic activities and their impact on humankind and the environment.	An inquiry into rights and <u>responsibilities in the struggle to share finite resources with other people and with other living things</u> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Kinder	An inquiry into the nature of <u>self</u> ; beliefs and values; <u>personal, physical, mental, social and spiritual health</u> ; human relationships including families, friends, communities, and cultures; <u>rights and responsibilities</u> ; what it means to be human.	An inquiry into orientation in <u>place and time</u> ; <u>personal histories</u> ; homes and <u>journeys</u> ; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into <u>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u> ; the ways in which we extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <u>humans and their understanding of scientific principles</u> ; the impact of scientific and technological advances on society and on the environment.	An inquiry into the <u>interconnectedness of human-made systems and communities</u> ; the structure and function of organisations; <u>societal decision making</u> ; economic activities and their impact on humankind and the environment.	An inquiry into <u>rights and responsibilities in the struggle to share finite resources with other people and with other living things</u> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Year 1	An inquiry into <u>the nature of self</u> ; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into <u>orientation in place and time</u> ; 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.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <u>the ways in which we extend and enjoy our creativity' our appreciation of the aesthetic</u> .	<u>An inquiry into the natural world and its laws</u> ; the interaction between the natural world (physical and biological) and human societies; humans and their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; <u>the structure and function of organisations</u> ; societal <u>decision making</u> ; economic activities and their impact on humankind and the other environment.	An inquiry into rights and <u>responsibilities in the struggle to share finite resources with other people and with other living things</u> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Year 2	An inquiry into the nature of <u>self</u> ; beliefs and values; <u>personal, physical, mental, social and spiritual health</u> ; <u>human relationships</u> including families, friends, communities, and cultures; rights and responsibilities; <u>what it means to be human</u> .	An inquiry into <u>orientation in place and time</u> ; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <u>the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives</u> .	An inquiry into the ways in which we discover and <u>express ideas, feelings, nature, culture, beliefs and values</u> ; the ways in which we extend and <u>enjoy our creativity' our appreciation of the aesthetic</u> .	An inquiry into <u>the natural world and its laws</u> ; the interaction between the natural world (<u>physical and biological</u>) and human societies; humans and their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations <u>societal decision making</u> ; <u>economic activities and their impact on humankind and the environment</u> .	An inquiry into <u>rights and responsibilities in the struggle to share finite resources with other people and with other living things</u> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Year 3	An inquiry into the nature of <u>self</u> ; beliefs and values; <u>personal, physical, mental, social and spiritual health</u> ; human relationships including families, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; <u>personal histories</u> ; homes and <u>journeys</u> ; the discoveries, explorations and migrations of humankind; the <u>relationships between and the interconnectedness of individuals and</u>	<u>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u> ; the ways in which we extend and enjoy our creativity' our appreciation of the aesthetic.	An inquiry into the natural world and its laws; <u>the interaction between the natural world (physical and biological) and human societies</u> ; humans and their understanding of scientific principles; the impact of scientific and technological	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; <u>societal decision making</u> ; <u>economic activities and their impact on humankind and the environment</u> .	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; <u>access to</u>

Aha #3

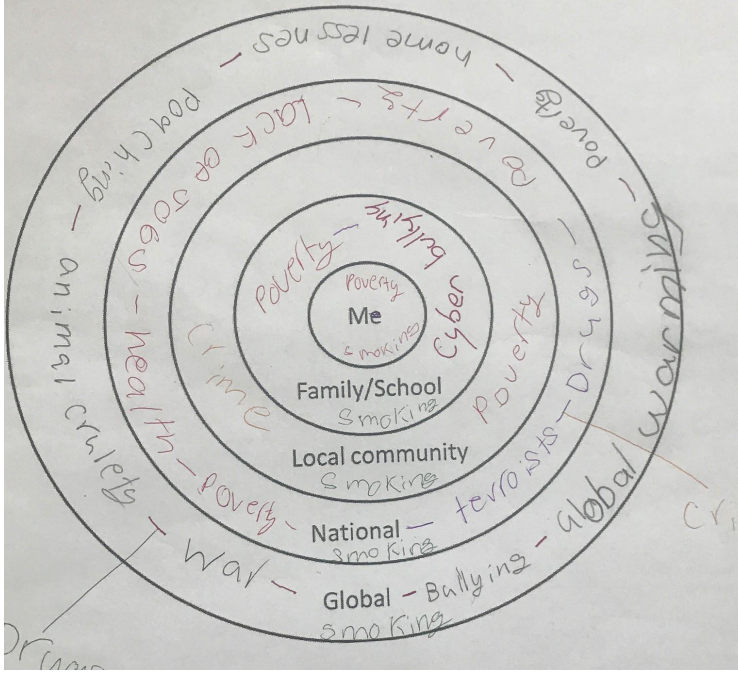
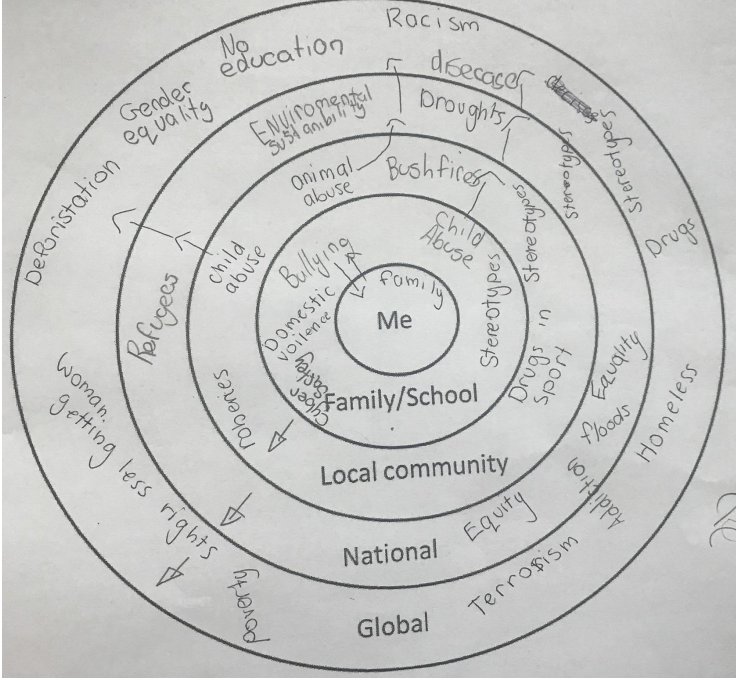
REAL WORLD
MATTERS



Connected to the real world



Big ideas:



Aha #4

STUDENTS CAN

THINK

BIG







feelings

not for long
motivation

living
(make the
- count)

connections

trauma/
crisis

non-
attachment

truthfulness

pathways

personal
abilities
tries

a
purpose

negativity

passions

right to
love
and be
loved

energy

privacy

stress

self
awareness

worrying
about the
future

silence

separation/
loss

learning

rule
of
law

nomadic

acceptance

future
attitude

What can
we do
as a
society?

pride

control
of energy

togetherness

intuition

non-
violence

bullying

belong

rule
of
law

control
of energy

togetherness

intuition

non-
violence

bullying

mind
health

verbal /
non verbal
language

understanding

seeking
help

self

non-
violence

self

non-
violence

self

ideas

on-
stealing

belong

pride

control
of energy

togetherness

intuition

non-
violence

ideas

on-
stealing

belong

pride

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intuition

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violence

ideas

on-
stealing

belong

pride

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ideas

on-
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on-
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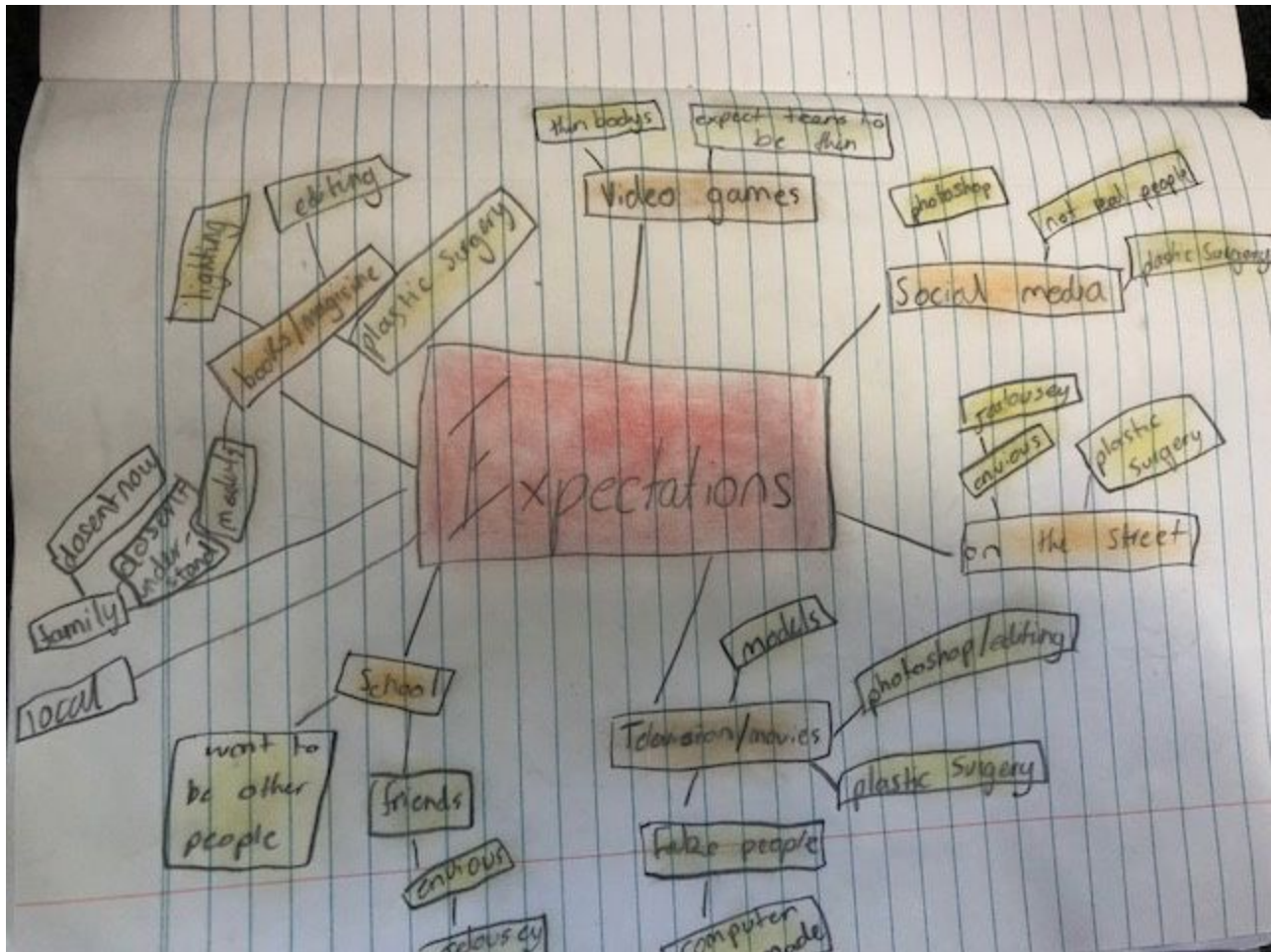
pride

control
of energy

togetherness

intuition

non-
violence



Aha #5

KNOW YOUR
CURRICULUM!



F-10 curriculum overview

Learning areas

- Overview
- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Technologies
- Health and Physical Education
- Languages

General capabilities

- Overview
- 📄 Literacy
- 🔢 Numeracy
- 🖥️ Information and Communication Technology (ICT) Capability
- 🧠 Critical and Creative Thinking
- 👤 Personal and Social Capability
- ⚖️ Ethical Understanding
- 🌐 Intercultural Understanding

Cross-curriculum priorities

- Overview
- 👤 Aboriginal and Torres Strait Islander Histories and Cultures
- 🌏 Asia and Australia's Engagement with Asia
- 🌱 Sustainability

Filter

- 🔽 Curriculum filter

YEAR 3

Science
 effect cycles growth
 time relationships movement
 systems prediction
 application scale
 change measurement
 source measurement
 characteristic difference

HPF
 relationships
 relating
 participation
 exploration response
 interpretation benefit
 Year 3

HPB
 diversity participation
 comparison patterns
 decision syndromes
 communication ego balance
 universal contribution
 source identity
 capacity perspective
 loss choice value
 risks development
 importance observation
 belonging relationships
 representation language
 respect features
 circumstance location
 similarities / differences
 settlement perceptions
 core process rules
 mission persistence
 cooperation interaction

Year 3

Technologies
 needs input future? design
 opportunity global performance symbols
 systems decision variability engineering
 solutions transformation prosperity consumer
 enterprise environment ownership
 sustainability benefits priorities
 response realisation benefits exploration
 collaboration capacity risks paperless
 values devices swiftness contest success

others contribution creativity analysis
 unity ethics preference resources production
 access development control innovation
 e inform risk evaluate implication
 my! design management awareness
 influence interaction communication
 when process ethics imagination
 service

Mathematics
 connection arrangement
 function identity
 sequences time
 representation comparison
 language construction patterns
 identity location
 order pattern
 chance rules
 properties rules
 create sources
 interpretation set sim affix
 significance importance
 confidence choices
 recognition transformation
 relationships strategy scale identity
 justification strategy scale identity
 efficiency variation

English
 interrelated balance
 language patterns
 strategic design
 familiarity traditions
 interaction context
 sets tasks comparison
 inform contribution
 persistence systems
 independence features
 experience integration
 complexity rules
 communication expansion
 context force
 collect project
 application

acknowledgment strategies
 judgment
 position
 location
 prediction
 design
 choice
 structure
 circumstances
 relationships
 power
 alternatives
 pattern
 simulation
 exploration
 privilege

formality
 communication
 responsibility
 experience
 response
 reasoning
 speculation
 simulation
 alternative
 instinct
 element
 innovation
 accuracy
 impact
 observation
 rhythm
 perspective
 pressure
 combination
 application
 expression
 sequences
 decisions
 variation

Year 3 Level Description

Diverse communities and places and the contribution people make

The Year 3 curriculum focuses on the **diversity** of people and places in their local **community** and beyond, and how people **participate** in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about **diversity** within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, **settlement patterns** and population **characteristics** of places, and how these affect communities, past and present. Students examine how individuals and groups **celebrate** and **contribute** to communities in the past and present, through establishing and following rules, **decision-making**, **participation** and **commemoration**.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities;** and **perspectives and action**. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

Years 3 and 4 Level Description

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

By the end of Year 4 students will have had the opportunity to create designed solutions at least once in the following technologies contexts: Engineering principles and systems; Food and fibre production and Food specialisations; and Materials and technologies specialisations. Students should have opportunities to experience designing and producing products, services and environments.

In Year 3 and 4 students develop a sense of self and ownership of their ideas and thinking about their peers and communities and as consumers. Students explore and learn to harness their creative, innovative and imaginative ideas and approaches to achieve designed products, services and environments. They do this through planning and awareness of the characteristics and properties of materials and the use of tools and equipment. They learn to reflect on their actions to refine their working and develop their decision-making skills. Students examine social and environmental sustainability implications of existing products and processes to raise awareness of their place in the world. They compare their predicted implications with real-world case studies including those from the Asia region, and recognise that designs and technologies can affect people and their environments. They become aware of the role of those working in design and technologies occupations and how they think about the way a product might change in the future.

Using a range of technologies including a variety of graphical representation techniques to communicate, students clarify and present ideas, for example by drawing annotated diagrams; modelling objects as three-dimensional images from different views by visualising rotating images and using materials. Students recognise techniques for documenting design and production ideas such as basic drawing symbols, and use simple flow diagrams.

Australian Curriculum - Big Ideas

<p>SCIENCE Effect, cycles, growth, time, systems, prediction, scale, transformation</p>	<p>HEALTH/PE Empathy, decisions, sources, benefits, need, identity, response</p>	<p>HASS Diversity, community, symbolism, loss, choice, consequence, patterns</p>
<p>ARTS Uniqueness, purpose, response, exploration, diversity, intent, ethics, recognition, tension</p>	<p>YEAR 3</p>	<p>TECHNOLOGIES Desire, equity, systems, needs, livability, ethics, influence, innovation, implications, response</p>
<p>ENGLISH Contribution, interaction, complexity, persuasion, context, pattern, aesthetics, exploration, judgement, impact, innovation</p>	<p>LANGUAGES Expression, culture, experience, structure, relationships, meaning, interaction</p>	<p>MATHEMATICS Connection, identity, order, values, rules, relationships, justification, sequences, patterns, properties</p>

Making connections with Australian Curriculum **big ideas**

Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
<p>An inquiry into the nature of self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p>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.</p>	<p>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; <u>our appreciation of the aesthetic.</u></p>	<p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; humans and their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision making; economic activities and their impact on humankind and the environment.</p>	<p>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.</p>
		<p>Technologies Arts HPE HASS English</p>			
		<p>Response Ethics Influence Uniqueness Design Intent Persuasion Aesthetics Context</p>			

Thinking like...

An ARTIST...

A DESIGNER...

A HISTORIAN...

A CITIZEN...

A RETAILER...

Aha #6

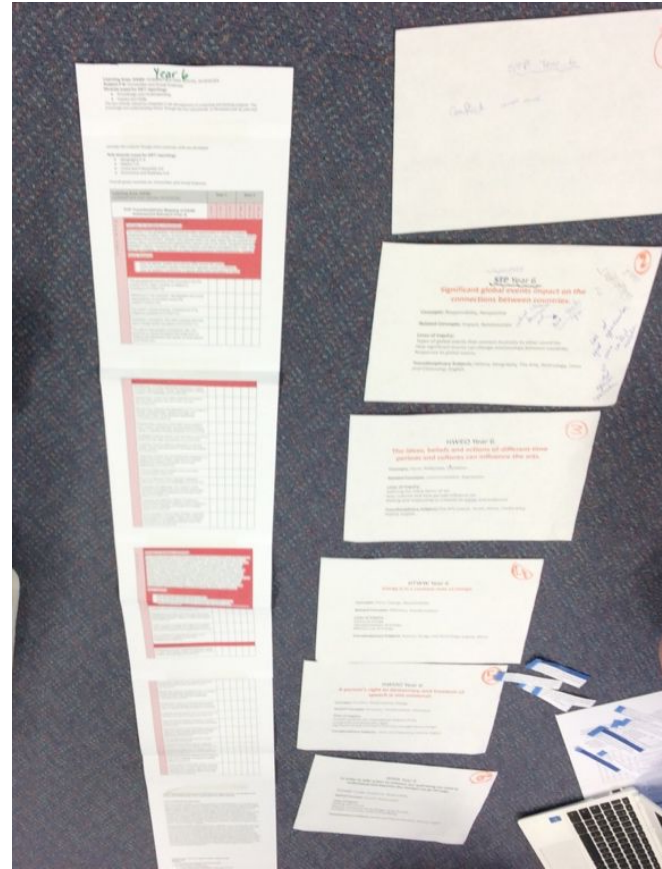
It's not the 'art' unit



YEAR 3 UNITS OF INQUIRY 2019

PYP Trans Theme	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
Descriptor	An inquiry into the nature of self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, communities, and cultures; rights and responsibilities; what it means to be human.	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.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we extend and enjoy our creativity' our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; humans and their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; 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.
Unit Order 2019	1	3	2 (20 Weeks)	4	5	6
Central Idea	Environmental factors and societal demands can impact our overall health.	Personal values can influence people's connections and their involvement in different communities and their traditions.	Arts are a form of communication that can allow us to convey ideas, feeling and concepts to an audience. (Form and Function)	The world is a system that impacts individuals and societies.	Communities operate through a range of systems and rules.	Access and inclusion of people (responsibility) in their environment depends upon opportunities and resources available (function and connection)
Key Concepts	Function Causation Connection	Connection Perspective Reflection	Function Causation Connection	Causation Connection Change	Change Causation Responsibility	Responsibility Form
Big Idea	Influence	Values	Expression	Impact	Contribution	Distribution
Related Concepts	Balance Health Impact	Connections	Behaviour, roles Consequences, Impact, Sequences	Interactions Cycles Choice	Trade	Equity
Lines of Inquiry An inquiry into:	Nutrition and exercise habits as vital components of a healthy life. Outside factors that influence our personal health choices.	Personal histories and values. Interconnectedness of individuals in society Our involvement in different traditions and celebrations	How artists communicate through artistic techniques How do these techniques provoke emotion How different art forms can be used to express individual connections.	How the natural world has changed over time. How lifestyle choices can be shaped by geographical location and natural processes. The way we interact with our world and the impact the natural environment.	How people contribute to communities in a variety of ways How currency contributes to the running of a community	The properties of natural resources Location and access of resources How management of resources can impact groups and individuals
Learner profile attributes and PYP attitudes	Balanced, open minded, principled	Inquirers, Open minded, Principled	Communicator, Open minded, risk taker	Knowledgeable, Inquirers, Open minded, Curiosity, Empathy, Appreciation	Communicator, thinker, principled	Balanced, Caring, Open minded, Reflective
Approaches to learning	Self management and Social Skills, Research skills	Self management, thinking and research skills	Thinking Communication Social Self management	Thinking, Research and Communication skills	Self management, research skills, social skills	Research skills, Thinking Skills
Transdisciplinary Subjects:	Health and PE, English, Science, Maths, Digital technologies	History, Geography, English,	The Arts: (Media Arts, dance (PE), drama, English, Maths, French, Visual Art	Geography, Science, English, Maths, Technologies	English, History Maths Technologies	Geography, Design Tech, Maths, English

The reality...



Aha #7

SO WHAT?



Concept driven central ideas

Making sure to adhere to the rules for central ideas

Level 1- 'What?' State the issue- Students understand that... (put two or more of the **big ideas** from the Australian Curriculum into a sentence of relationship)

Level 2- How or why does this matter?

Flip your level 1 statement into a 'why' or 'how' question- then answer your question by rewriting your statement

Level 3- 'So what?'- Why do I need to know this? What real world **big idea** will be uncovered that will 'stick' with the students?

H Lynn Erickson

CENTRAL IDEA AUDIT 2020

PYP Trans Theme	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
Preschool	Our ability to develop relationships influences our future Relationships	Theme not taught in 2019	Arts are a global language we use to express ourselves and develop a sense of well being Opinion	We are growing up in a world of change and things will not stay the same. Consequences	Theme not taught in 2019	The wellbeing of our planet is everyone's responsibility. Sustainability
Kinder	The choices we make affect our lives and health. Initiative	Significant people, places and experiences in our past can influence our future. Significance	Inspiration drives us to respond. Inspiration	Curiosity helps us explore the world around us. Curiosity	Informed choices can lead to responsible action. Agency	Changes to the environment can impact the world. Effect
Year 1	Understanding myself helps me manage and improve my well-being Identity	The way humans experience life is influenced by where we come from Culture	Creative expression can sometimes impact others Relationships	Knowledge of states of matter helps us understand and change our world Change	A community's members impact its design and organisation. Communities	Human actions can impact the balance and survival of ecosystems. Balance
Year 2	As people develop they can be impacted by social interactions. Consequences	Value and significance can be determined by a person's experiences, knowledge and beliefs. Significance	Art is influenced by cultural and personal experience. It can be creative, thoughtful and emotional interpretations of the world. Influence	Forces always act upon us and by exploring them we understand how they work and how we can manipulate them. Change	Businesses make marketing decisions when they produce products and services to influence consumers. Communities	Our use of the Earth's resources impacts the environment and can inspire us to make a positive difference. Balance
Year 3	Environmental factors and societal demands can impact our overall health. Influence	Personal values can influence people's connections and their involvement in different communities and their traditions. Values	Arts are a form of communication that can allow us to convey ideas, feeling and concepts to an audience. Expression	The world is a system that impacts individuals and societies. Impact	Communities operate through a range of systems and rules. Contribution	Access and inclusion of people in their environment depends upon opportunities and resources available Distribution
Year 4	Beliefs can influence and shape human interactions. Trust	Technology can transform the challenges and opportunities associated with human exploration. Discovery	Creative expression provokes responses Influence	Humans respond to the natural world's patterns and behaviours. Impact	For communities to create order they can interpret needs and take action. Order	The actions of all living things can change how communities interconnect which affects our future. Relationships
Year 5	An understanding of self can assist in dealing with the responsibilities and pressures of life. Identity	Multiple perspectives about history can enable us to understand the past and its influence on the present. Acceptance	The arts are a form of communication that can lead to a diverse understanding of culture. Interpretation	People's curiosity may lead to advances in technology and a greater understanding of the universe. Curiosity	The choices consumers make are influenced by personal experiences and can have a broader impact on communities. Privilege	Human actions and choices impact ecological and biological adaptations that may lead to the restructuring of systems. Adaptation
Year 6	Being cognitive of how and why we respond as humans allows us to make responsible choices. Reaction	Human migration is a response to challenges, risks and opportunities. Movement	Humans can express themselves in unique forms depending on the influences around them. Individuality	Human ingenuity and technology continue to evolve and influence how sustainable societies are designed and interconnected Conservation	To invoke change within a system, a citizen can take action. Power	4 x central ideas developed by students (one for each part of the trans theme) Hope

Aha #8

You can't just ignore the
concepts!

It's not about the topic!





circus
 dinosaurs
 space
 rainforests
 pets.

Being

102

Arts

crafts, building animal houses
fine-motor skills (cutting etc)

Concepts

- * Change → ^{family} life-cycle, growth, color, seasonal change
- * Form (color, size, shape, differences-comparison, body parts, ^{equilibrium/pattern})
- * Connection → relation with other living things, emotional connection, ecology, food chain, products → effects to other ^{things}

SHARING THE PLANET

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.

Animals

- Zoo animals
- Farm
- Ocean
- Bugs
- Nocturnal
- Safari

math - size, color, counting, addition-subtraction, measurement

language - names of the animals, animal books, " " " food they eat, drama

science - life-cycle, environment they live, animal products, seasonal change

social studies - local area animals, pets,

Music - animal songs, animal sounds

PE - pretend animal actions (gross motor)

Aha #9

Less is more!

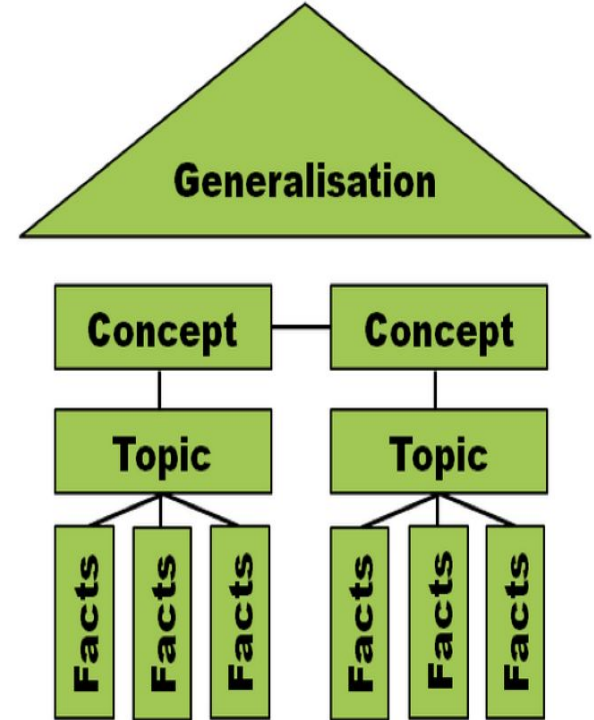


Moving from...

Unit of inquiry all pre-planned
Australian Curriculum locked in at start of unit
All planned without student input
All implemented as planned, no changes
Subjects driving the unit and assessment

Moving towards...

- Relevant
- Authentic
- Connected



H Lynn Erickson

How we express ourselves

Culture Communication

Interpretation of art has the power to influence thinking + behaviour

Concepts
- Culture
- Communication

creative, emotional, thoughtful interpretation of the world
Causation & Connection
Perspective
music children use to the draw station/
music

Arts are a 'universal language' that communicates across cultures and time
Causation
Connection
perspective

The arts are an integral part of society? culture?
The arts are an interpretation of diverse cultures.

The arts are a form of communication that can lead to an understanding of culture

Interpretation of [art influences thinking + behaviour...]
Art has the power to influence thinking + behaviour

ART
- universal
- Art
- culture
- Community
- expression
- interpretation

CONCEPTS

Causation
Why is it like it is?

Connection
What is the link to other things?

Perspective
What are the points of view?

TOPICS

Creative, emotional Interpretation of
* dance → interpretable dance
* music → as a form of expression
* Why is it used?
→ story telling → beat, rhythm, love

Exposure to art evolves our understanding of the world

Art evolves our understanding interpretation of the rich culture of the world

* popular culture
* belonging to a culture
* cultural identity

by communicate cultures

Creative choice
- Creating, composing, performing, displaying, viewing or listening
responding to art -
- Compose - Contrast
- Making art/ reinterpreting how you respond?
- pairing forms - expression

is expressive - conveys message
Cultures...
(Culture?)

Connecting it all together with the 'planning house'

#1 Life is transdisciplinary

Consider the context, age of students, backgrounds, prior experiences, prior knowledge

#2 The trans theme matters

Understand the chosen element of the theme

How might this unit connect to the lives of these students now and into the future?

#3 Real world matters

Why does this matter?

What real world problems do your students want to explore?

How we express ourselves

Our **appreciation**
Value
Admire

of the **aesthetic**
Beauty
Response
Principles

Real world issues

Me-
Local-
National-
Global-



BIG IDEA: INTENT

#4 Think BIG

What do you want the students to UNDERSTAND?

#5 Know your curriculum

How will the subjects support this inquiry?

Thinking like a....historian, scientist, mathematician?

#6 It's not the 'art' unit

It's not a transdisciplinary unit if only one subject is involved!

Science SYSTEMS	HPE RESPONSE	Arts CONTEXT	Tech. IMPACT
English PERSUASION	Maths LOCATION	HASS CHOICE	Languages PATTERNS

#7 SO WHAT?

Is the central idea worth knowing?

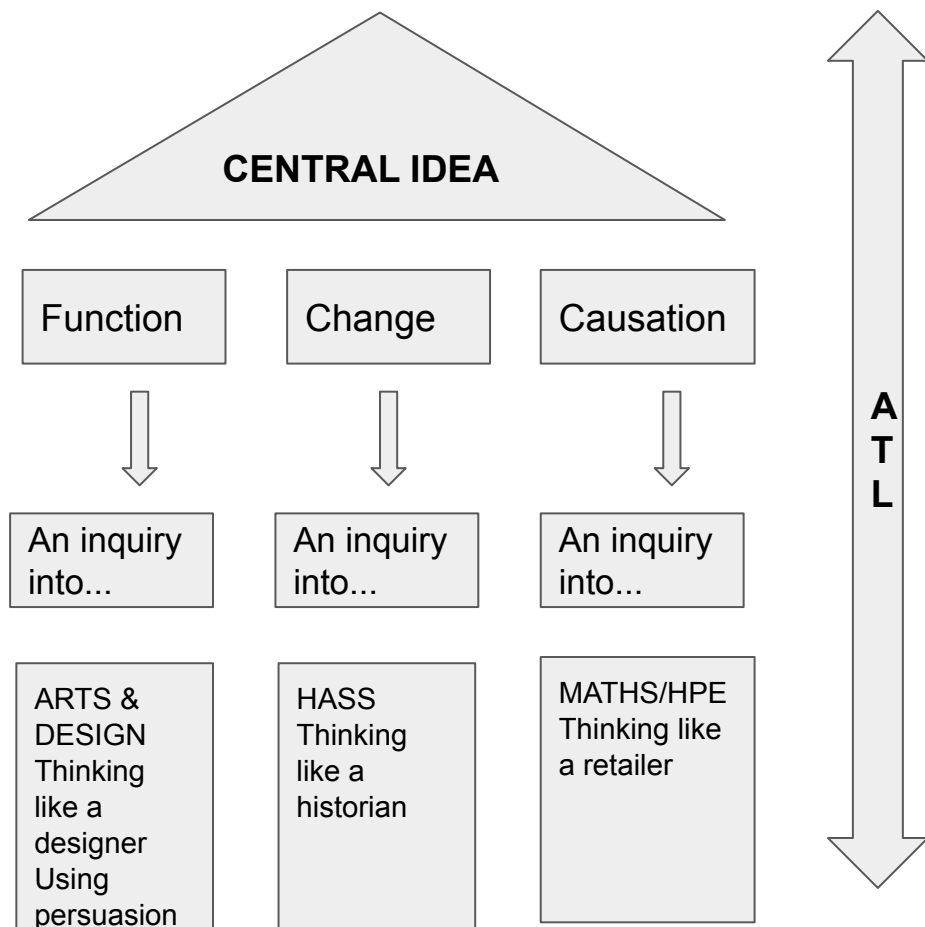
#8 Don't ignore the concepts!

It's not about the topics

What PYP concepts are embedded within the central idea and lines of inquiry?

#9 Less is more!

What subjects can work together to support each line of inquiry?



Theme:

Who we are

Year 8 Big Idea:

Humanity

Central Idea:

Caring for
ourself and others
are defining aspects of being
human and can lead us to more
action

What element/s of the Who We Are theme are you exploring?

Physical Health

Key words I am passionate about:

Self-awareness

Self respect

Survival

Issues I am concerned about locally that I could explore that relate to Humanity and the central idea:

Obesity
not enough
exercise, unhealthy
diets, too much
Screen time

diabetes
No healthy diets
Not using the
energy from sugar
effectively

Addictions
• drugs
• Smoking
• alcohol
This can affect
your health

Action I would like to take about the issues above:

Let people know about the benefits of exercise
and show them that being healthy is good



Theme: Sharing the Planet

Shared 'Big Idea': HOPE

Miles Franklin
Exhibition 2019
Student Planning
Process

What element of the transdisciplinary theme are you exploring and what is the Central Idea?

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.



Communities must collaborate to find solutions to ensure we have a positive impact to keep balance within our planet.

Relationships within communities change over time and affects individuals and groups.

Having access to equal opportunities can affect lives depending on what your needs and wants are.

How humans respond to disagreements and strive for peace around the world allows for progress.

1

What real world issues are you passionate about and why?

I am passionate about mental health
and making sure it is recognized

What 'Big Ideas' are you passionate about and why?

My big idea is "HOPE" because
you need to have hope to succeed
in life
"Identity"

What action might you take?

I would take action by donating money
and go out and maybe play
some fun games or talk to people
with mental health to get there
off things and help them to relieve
stress

a

Who We Are

Shared 'Big Idea': **FREEDOM**

Central Idea: A person's wellbeing is impacted by circumstances and choice.

What element/s of the transdisciplinary theme are you exploring?

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.

Personal 'Big Ideas' I am passionate about:

Fear Guilt Depression

Issues I am concerned about that I could explore for each of my 'Big Ideas' related to FREEDOM:

of relationships
reference

Guilt of past choices

The affect of Depression on their wellbeing and on others

Action I could take about the issues:

Fundraising
Finding people change

Who We Are

Shared 'Big Idea': **FREEDOM**

Central Idea: A person's wellbeing is impacted by circumstances and choice.

What element/s of the transdisciplinary theme are you exploring?

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.

Personal 'Big Ideas' I am passionate about:

expectations judgement exposure

Issues I am concerned about that I could explore for each of my 'Big Ideas' related to FREEDOM:

women, teens and pre teens on social media and movies see perfect people (skincare) and think they should look like them.

teens and pre teens are judged like bullied or called fat with triggers nerves with body image.

teens, pre teens are exposed like on social media and think they should look a certain way.

Action I could take about the issues:

create a website or store or company with always teens to talk and have that's person tell them advice.

MOVING FROM TOPICS...

TO CONCEPTS!



MOVING FROM
TOPICS...



TO CONCEPTS

(#4 Students can think BIG!)



Today's Timetable

- Reading Groups
- Maths
- Recess
- Inquiry Time
- Music
- Inquiry Time
- Lunch
- You Can Do It
- Maths

Monday

- Reading Groups
- Story Writing
- Fruit Break
- Literacy
- Recess
- News
- French
- Music
- RAP
- Lunch
- Art
- Unit of Inquiry

Numeracy
 Literacy
 RECESS
 Spelling
 French
 PYP
 LUNCH
 Assembly
 PDH
 HOME

Where are the opportunities for transdisciplinary learning?

Subject PYP

Aha #10

**BRING RELEVANCE,
AUTHENTICITY AND
CONNECTION TO
STUDENT LEARNING**

