

Welcome to Grade 5 Information Guide

"Empowering learners of today to be global citizen leaders of tomorrow" IC

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" IB



2019-2020 School Year

Program of Inquiry in Grade 5

Age: 10-11 years old						
Transdisciplinary Theme	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
	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 orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	An inquiry into the 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 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 interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution
Central Idea	Many factors play a role in developing a sense of self	The time and place of events shape lives and experiences throughout history	Media informs the way we understand the world	Our everyday life depends on reliable energy sources.	Significant world events highlight the importance of international cooperation	Maintaining healthy ecosystems supports life on Earth
An Inquiry into	<ul style="list-style-type: none"> The characteristic that identify self-knowledge How self-efficacy can be developed Addressing the complexity of evolving identity 	<ul style="list-style-type: none"> How geography has a role in history The history of events affects the lives of people. The geo-political analysis of current events 	<ul style="list-style-type: none"> The use of persuasive language, images and sound in media How media affects values, perceptions and knowledge What it means to be media literate 	<ul style="list-style-type: none"> The different forms and changes of energy The different sources of energy Our responsibility in harnessing energy in a sustainable way 	<ul style="list-style-type: none"> Government systems Why governments are formed How different governments interact and cooperate 	<ul style="list-style-type: none"> Ecosystems are part of the natural environment The interdependent relationships in ecosystems Human responsibilities towards maintaining balanced ecosystems

This page needs to be updated to reflect how the Exhibition will be tackled this year under the unit How we organize ourselves

Exhibition

This is the final year of your child's Primary Years Program (PYP) education. Hence, all IB-PYP students around the world who reach this stage will participate in the culminating project known as the Exhibition.

The Exhibition is a chance for your children to participate in an **in-depth, collaborative, group and individual inquiry**. The experience allows them to show independence and responsibility for their own learning. It is a celebration of their move from Primary School to Middle School.

Why is the Exhibition important for your child?

This is the time to demonstrate what it means to be an internationally minded, proactive global citizen; the time when each learner gets the opportunity to translate IC's vision into . To complete this individual inquiry, students will use many skills such as social, research, communication, self-management and thinking. They will also have a chance to demonstrate to the school community and to parents the attributes of the PYP Learner Profile and finally they will participate in positive "Action."

Languages

English

English is our shared language of instruction and communication. In a PYP school, the focus is not just on learning language in isolation, but also on the application of language skills across the subject areas and throughout the Programme of Inquiry. Some language skills are taught as 'stand-alone', while other aspects of language are taught within the context of our Units of Inquiry.

Students develop skills in the following strands of language learning:

- **Written Language:** Reading and Writing
- **Oral Language:** Listening, Speaking, viewing and presenting

Students develop skills and understandings across the four areas of language learning.

Writing Units of Study in Grade 5:

- Personal narratives
- Research based argument essays
- Research reports
- Procedural essays

Reading Units of Study in Grade 5:

- moving up levels on non-fiction
- Literature Circles
- researching debatable issues

Spelling:

Students take part in short, focused sessions which are based on structured and cumulative activities exploring rules and concepts, enabling the students to become confident at spelling familiar and unfamiliar words.

Arabic

مع نهاية العام الدراسي، سيكون المتعلم قادرًا على:
- الإصغاء إلى نصوص مسموعة والإجابة عن أسئلة تتعلق بها.

- قراءة نصوص تتدرج تحت الفنون الأدبية (الوصف، القصة، المقالة...)، وفهماها فهماً مُجملاً ومُفصلاً وقراءة قصص حرّة والاستماع إليها بهدف الاستمتاع.

- التعبير شفهيّاً عن أفكاره ومشاعره وتقديم عروض شفهيّة مُستخدمًا لغة فصحي سليمة وكتابة فقر صحيحة المضمون والأسلوب.

- اكتساب مهارات القواعد اللغويّة والإملائيّة المقرّرة للصفّ الخامس وتطبيقها تطبيقيّاً صحيحاً.

* المتعلّمون الذين يتابعون برنامج اللّغة العربيّة كلغة أجنبيّة سوف يتّبعون منهاجاً خاصّاً بهم.

French as an Additional Language

The aim of the program is to offer students a valuable educational experience and the opportunity to develop a basic usable command of the French language that can be expanded through further study or contact with French-speaking people. The students will use the language as a tool to communicate and share their ideas and opinions, as well as express themselves in writing in the language. Their learning will be assessed through different forms of evaluation.

Mathematics

The aim of our Mathematics Programme is to develop students into confident mathematical thinkers, who demonstrate a sound knowledge of the subject and show the ability to creatively apply it to solve problems in many ways.

Mathematics lessons are usually differentiated, with students working on a variety of tasks in various different flexible groupings, in order to challenge and support all students, regardless of their level of competency or experience.

The different strands of Mathematics are:

- Data Handling
 - *collect, organize data and display the data using charts, graphs, and line graphs*
 - *read, describe and interpret data presented in charts, graphs including line graphs*
 - *Predict the frequency of an outcome in a probability experiment*
- Measurement
 - *Estimate, measure and record, perimeter, area, and elapsed time using a variety of strategies*
 - *Determine the area of rectangles*
- Shape and Space

- o *Identify and classify two dimensional shapes by side and angle properties*
- o *Measure and construct angles using a protractor.*
- o *Identify and describe the location of objects using cardinal direction*
- **Pattern and Function**
 - o *Determine relationship in growing and shrinking patterns, and investigate repeating patterns*
 - o *Demonstrate an understanding of the use of variables in equations*
- **Number**
 - o *Read, represent, compare and order whole numbers to millions, decimal numbers to hundredth, proper and improper fractions , and mixed numbers*
 - o *Demonstrate an understanding of numbers by counting forward and backwards by 0.01*
 - o *Solve problems involving multiplication and division of multi-digit whole numbers, and involving addition and subtraction of decimals numbers to the hundredths using a variety of strategies*

Science

“In the PYP, science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationship between them....It encourages curiosity and ingenuity and enables the student to develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others and the world.... .” (Making the PYP Happen, 2009, p. 93)

Science does not appear as a standalone on the student’s timetable; rather, it is embedded within the units of inquiry. The **knowledge** component of **science** in the **PYP** is arranged into four elements: living things, Earth and space, materials and matter, and forces and energy.

Unit of Inquiry	Science Strand
Who we are	Living things: human growth and development
Where we are in place and time	
How the world works	Earth and Space: renewable and non-renewable energy sources. Forces and energy: forms of energy and transformation of energy
How we organize ourselves	
Sharing the Planet	Living things: ecosystems

	Earth and Space: sustainability
Stand-Alone Unit	Science Strand
Mixtures and separation techniques (solids and liquids)	Earth and Space

To ensure that students are well informed and confident, the following science skills are tackled throughout the academic year. Students will be able to:

- Observe carefully in order to gather data
- use a variety of instruments and tools to measure data accurately
- use scientific vocabulary to explain their observations and experiences
- identify or generate a question or problem to be explored
- plan and carry out systematic investigations, manipulating variables as necessary
- make and test predictions
- interpret and evaluate data gathered in order to draw conclusions
- consider scientific models and applications of these models including their limitations

Social Studies

“In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity, and develops an understanding of a rapidly changing world. Through social studies, students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their community, and the world: to understand themselves in relation to their communities.” (Making the PYP Happen, 2009, p. 103)

Social studies does not appear as a standalone on the student’s timetable; rather, it is embedded within the units of inquiry. The **knowledge** component of **social studies** in the **PYP** is arranged into five elements: human systems and economic activities, social organizations and culture, continuity and change through time, human and natural environments, and resources and the environment.

Unit of Inquiry	Social Studies Strand
Who we are	Social Organization and Culture: identity
Where we are in place and time	Social Organization and Culture: conflict Human and natural environments: geography and impact

How the world works	Resources and the environment: conservation
How we organize ourselves	Social Organization and Culture: conflicts Human systems and economic activities: Governments and cooperation
Sharing the Planet	Resources and the environment: Interdependence
How we express ourselves	Human systems and economic activities: Communications Social organization and culture: Networks
Stand-Alone Unit	Social Studies Strand
World War 1 / World War II	History

To ensure that students are well informed and confident, the following social studies skills are tackled throughout the academic year. Students will be able to:

- formulate and ask questions about the past, the future, places and society
- use and analyze evidence from a variety of historical, geographical and societal sources
- orientate in relation to place and time
- identify roles, rights and responsibilities in society
- assess the accuracy, validity, and possible bias of sources

Arts

One way to foster the development of the whole child is by learning about and through the Arts. It promotes creativity, critical thinking, problem-solving skills and social interactions. Through our Arts Programme, students develop appreciation, empathy and Learner Profile attributes such as being a communicator and a risk-taker.

Visual Art units in Grade 5 include:

- Engage students in making 2D and 3D art projects.
- Explore the art work of prominent Lebanese and international artists.
- Identify the elements and principles of art (line, shapes, color, proportion...).
- Collage, acrylic and modeling.

Music units in Grade 5 include:

- Listening to classical and other types of music (describing and analysing)
- Performing with percussions using tempo and dynamics.
- Creating music in response to the theme we are working on.

Personal Social and Physical Education

Personal and Social Education

As twenty-first century learners, students need to develop as autonomous and responsible people who take responsibility for their learning and their wellbeing be it physical, emotional, spiritual or social. All areas of the PYP curriculum address personal and social education and hence it is the shared responsibility of *all* teachers at the Elementary School to develop this aspect of the learner's education. Students are encouraged to develop positive attitudes and behaviors in order to meet challenges, make healthy lifestyle choices, and become lifelong learners.

Physical Education

Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

PE units in Grade 5 include:

- Individual Pursuits/ Track and Field (Running, Throwing, Jumping)
- Adventure Challenge (Group Challenges Games)
- Racket Games (Tennis, Badminton, Table tennis, Scoop Games)
- Health Related Fitness (Healthy Eating, Personal Safety and Injury Prevention, Human Development)
- Movement Composition (Gymnastics, Rhythmic Movement Skills: Line Dance, Musical Game, Creative Rhythmic)

Information and Communication Technology (ICT)

We recognize the pivotal role that information and communication technology (ICT) plays in the educational process. Most of the time, technology is integrated through all curriculum areas to make learning more authentic. A variety of multimedia

resources such as laptops, tablets ... is used to equip students with the necessary skills and knowledge that they need as twenty- first century learners. To provide more student support, the grade level teachers work together with the Technology Coordinator in integrating technology into the curriculum

The ICT skills and knowledge are evaluated using the following NETS Standards for students:

- Multi literacies
- Design thinking
- Computational Thinking
- Spreadsheets
- Digital Citizenship
- Multimodalities
- Coding