



Grade 5 Semester 2 Learner Outcomes

	Unit 4	Unit 5	Year Long Unit
Transdisciplinary Theme	Who we are <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; and what it means to be human.</i>	How the world works <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; and the impact of scientific and technological advances on society and on the environment.</i>	How we express ourselves <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>
Unit of Inquiry Details	EXHIBITION	States of Matter Central Idea People use their knowledge of properties of matter to suit specific needs Key concepts: function, change, causation Related concepts: measurement, transformation, industrialization Lines of Inquiry <ul style="list-style-type: none"> How scientists investigate properties of matter Conditions that cause chemical and physical changes in matter How societies take advantage of the properties of matter 	Media Central Idea People can create or manipulate messages to target specific audiences Key concepts - function, perspective, responsibility Related concepts - media, messages, influence Lines of inquiry <ul style="list-style-type: none"> How the elements of messages can be used to influence target audiences The power and impact of media Critical evaluation of messages presented through media
Approaches to Learning Focus	<ul style="list-style-type: none"> ALL 	<ul style="list-style-type: none"> Thinking Research 	<ul style="list-style-type: none"> Social Communication Research
Learner Profile Focus	<ul style="list-style-type: none"> Learner Profile: ALL 	<ul style="list-style-type: none"> Learner Profile: Knowledgeable, Thinker, Inquirer 	<ul style="list-style-type: none"> Learner Profile: Communicators, Reflective, Principled
ICT	<p>Define and plan information searches:</p> <ul style="list-style-type: none"> Recognise the need to locate a variety of resources representing a range of views Plan appropriate investigation methods to answer questions or solve problems Establish a timeline for research using an online tool (such as Google Calendar) Follow a search plan using keywords and related terms Determine the type of resources most appropriate for the topic by evaluating resources and discarding those which are unsuitable Become familiar with a limited number of search engines and databases and how they function Use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information <p>Locate, retrieve and generate data and information</p> <ul style="list-style-type: none"> Identify and clarify relevant information and prioritise ideas Use simple and combined terms when using advanced search tools Select an appropriate graphic organizer or note taking system to use when collecting information (including flowcharts, timelines, concept mapping, spreadsheets, graphs and databases) Organize information using a variety of strategies <p>Select and evaluate data and information</p> <ul style="list-style-type: none"> Compare different sources for opposing viewpoints, biases, accuracy and assesses the credibility of each Recognize that search results are ranked and dependent on key search terms used 	<p>Define and plan information searches:</p> <ul style="list-style-type: none"> Recognise the need to locate a variety of resources representing a range of views Plan appropriate investigation methods to answer questions or solve problems Establish a timeline for research using an online tool (such as Google Calendar) Follow a search plan using keywords and related terms Determine the type of resources most appropriate for the topic by evaluating resources and discarding those which are unsuitable Become familiar with a limited number of search engines and databases and how they function Use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information <p>Locate, retrieve and generate data and information</p> <ul style="list-style-type: none"> Identify and clarify relevant information and prioritise ideas Use simple and combined terms when using advanced search tools Select an appropriate graphic organizer or note taking system to use when collecting information (including flowcharts, timelines, concept mapping, spreadsheets, graphs and databases) Organize information using a variety of strategies <p>Select and evaluate data and information</p> <ul style="list-style-type: none"> Compare different sources for opposing viewpoints, biases, accuracy and assesses the credibility of each Recognize that search results are ranked and dependent on key search terms used 	<p>Single Subject/IT integration: Students create their own piece of music using GarageBand that is used to stimulate or create a specific mood to the audience (In conjunction with Music)</p> <p>IT integration: throughout various times of the year students will be producing various forms of media relating to different events throughout the school calendar. (EG: Festival of Nations)</p> <p>Recognize intellectual property</p> <ul style="list-style-type: none"> Conform to intellectual property and copyright laws by acknowledging the ownership of digital information Develop an awareness of digital theft and plagiarism Understand copyright, fair use and the rights they have as creators Reflect on their responsibilities as creators and users of creative work <p>Creating:</p> <ul style="list-style-type: none"> Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos) Photos / photo manipulation Movies (imovie, YouTube Editor) Music (Introduce Garageband) Photo collages using web based tools (Canva) <p>Apply digital information security practices</p> <p>Apply personal security protocols</p> <ul style="list-style-type: none"> Comply with school expectations and protocols when using ICT (e.g. closing laptops halfway when somebody may be speaking; having screens visible to teachers at all times; no videos/music open in background tabs; headphones only used for educational purposes, etc.)



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	<ul style="list-style-type: none"> Recognize the need for adequate information and data and seeks more if necessary Analyze, condense and combine relevant information from multiple sources Understand that social networking and interactive sites provide new and different sources of information and knowledge that may provide an individual perspective and subjective opinion but are not necessarily correct Identify patterns in the data, suggest explanations for discrepancies, and summarize the data Reflect on how ICT sources have assisted inquiry <p>Organising: Google Drive:</p> <ul style="list-style-type: none"> Understand that there are a variety of ways to organise files into Google folders Locate folders and files using advanced Search Tools (<i>More Tools</i>) Understand the relationship between Google Sites and Google Drive and use appropriate permission settings 	<ul style="list-style-type: none"> Recognize the need for adequate information and data and seeks more if necessary Analyze, condense and combine relevant information from multiple sources Understand that social networking and interactive sites provide new and different sources of information and knowledge that may provide an individual perspective and subjective opinion but are not necessarily correct Identify patterns in the data, suggest explanations for discrepancies, and summarize the data Reflect on how ICT sources have assisted inquiry <p>Organising: Google Drive:</p> <ul style="list-style-type: none"> Understand that there are a variety of ways to organise files into Google folders Locate folders and files using advanced Search Tools (<i>More Tools</i>) Understand the relationship between Google Sites and Google Drive and use appropriate permission settings 	<ul style="list-style-type: none"> Use online communication tools responsibly (such as blog commenting and emails) Understand that presenting themselves in different ways online carries both benefits and risks Use tools (such as Creative Commons) to identify ownership of digital products. Use Google Forms
PSPE	<ul style="list-style-type: none"> Reflect on the process of achievement and value the achievements of others Recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes Develop a shared plan of action for group work that incorporates each individual's experiences and strengths Adopt a variety of roles for the needs of the group, for example, leader, presenter Build on previous experiences to improve group performance Identify individual strengths that can contribute to shared goals Reflect critically on the effectiveness of the group during and at the end of the process 		

Language Arts

Approx. Start Date	Unit 4	Unit 5	Year Long Unit
Reading Workshop Focus	<p>Tackling Complexity</p> <ul style="list-style-type: none"> Working With Text CComplexity Applying Knowledge about Nonfiction Reading to Inquiry Projects 	<p>Fantasy Book Clubs</p> <ul style="list-style-type: none"> Constructing and Navigating Other Worlds More than dwarves: Metaphors, Life Lessons, Quests, and Thematic Patterns When Fact and Fantasy Collide Literary traditions: Connecting Fantasy to Other Genres 	
Writing Workshop Focus	<p>The Lens of History</p> <ul style="list-style-type: none"> Writing Flashdrafts Writing Focused Research Reports that Teach and Engage Readers 	<p>Memoir</p> <ul style="list-style-type: none"> Generating Ideas Structuring, Drafting and revising A second memoir 	
Library/Research Skills	<ul style="list-style-type: none"> Use simple and combined terms to search catalog, internet, and databases. Identify appropriate resources by using skimming techniques to survey readability. Compare different sources for opposing viewpoints, biases, <u>accuracy</u>, <u>currency</u> and assesses the credibility of each. Record sources fully and accurately and comply with copyright requirements. Formulate realistic and investigative questions about a topic. Acknowledge and celebrate personal and group achievements. 	<ul style="list-style-type: none"> Use with confidence a limited number of appropriate search engines and databases using modeled techniques. Determine the type of resource most appropriate for the topic by evaluating resources and discarding those which are unsuitable. (Take it APART) Pose questions to clarify and interpret information and probe for cause and consequences. Reflect on (Sakura) goals. 	<ul style="list-style-type: none"> Recognize the need for adequate information and data and seek more if necessary. Differentiate reliable from unreliable resources. Organize information (E.g make notes) using a variety of strategies. Synthesizes information to make and justify judgments and construct generalizations. Understand the significance of academic integrity and intellectual property rights. Create citations to construct a bibliography according to



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	<ul style="list-style-type: none"> • Find answers in more than one source to key questions of the task. • Analyze audience response to presentation and accept feedback from others 		recognized conventions.
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Mathematics

Approx. Start Date	Unit 4	Unit 5	Year Long Unit
	<p>Numbers and Operations</p> <p>Patterns, Functions and Algebra</p> <p>Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>Numbers and Operations</p> <p>Patterns, Functions and Algebra</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</p> <p>Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p> <p>Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p>Interpret multiplication as scaling (resizing), by Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>	<p>Measurement</p> <p>Data Analysis and Probability</p> <p>Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y coordinate).</p> <p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p>GEOMETRY</p> <p>Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p>Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p> <p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>Classify two-dimensional figures into categories based on their properties.</p>



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		<p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions</p> <p>Interpret division of a unit fraction by a non -zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</p> <p>Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</p> <p>Measurement</p> <p>Data Analysis and Probability</p> <p>Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p>Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multistep, real world problems.</p>	
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Specialists

	Unit 4	Unit 5	Year Long Unit
Art	<p>Responding</p> <ul style="list-style-type: none"> Understand the role and relevance of visual arts in society Critique and make informed judgements about artworks 	<p>Responding</p> <ul style="list-style-type: none"> Reflect on the factors that influence personal reactions to artwork 	<p>Responding</p> <ul style="list-style-type: none"> Explain the cultural and historical perspectives of an artwork Understand the role of visual arts in society



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	<ul style="list-style-type: none"> Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities <p>Creating</p> <ul style="list-style-type: none"> Identify factors to be considered when displaying artwork Become increasingly independent in the realisation of the creative process Utilise a broad range of ways to make meaning <p>Art and Design Skills: Preparation and planning for PYP Exhibition Designing the Exhibition space</p>	<ul style="list-style-type: none"> Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities <p>Creating</p> <ul style="list-style-type: none"> Utilise a broad range of ways to make meaning Develop an awareness of their personal preferences <p>Art and Design Skills: Printed Abstract Design</p>	<p>Creating</p> <ul style="list-style-type: none"> Become increasingly independent in the realisation of the creative process Adjust and refine their creative process in response to constructive criticism <p>Art and Design Skills: Investigating the benefits of different types of Media, within The PYP Exhibition</p>
PE	<p>Games (Stand Alone)</p> <ul style="list-style-type: none"> Change direction quickly to maintain and increase the spacing between two players. Determine the spacing between offensive and defensive players based on the speed of the players. Throw and catch an object with a partner while both partners are moving. Keep a hand-dribbled ball away from a defensive partner. Explain the difference between offense and defense. Describe ways to create more space between an offensive player and a defensive player. Compare and contrast dribbling a ball without a defender and with a defender. Dribble a ball (by hand) while preventing another person from stealing the ball. Pass a ball back and forth with a partner, using a chest pass and bounce pass. Punt a ball, dropped from the hands, at a target. Stop a kicked ball by trapping it with the foot while moving. Dribble a ball and kick it toward a goal while being guarded. Kick a ball to a moving partner, using the inside of the foot. Kick a stationary ball from the ground into the air. Keep a foot-dribbled ball away from a defensive partner. Stop a kicked ball by trapping it with the foot while standing still. Explain the difference between offense and defense. Describe ways to create more space between an offensive player and a defensive player. 	<p>Games (Stand Alone)</p> <ul style="list-style-type: none"> Field a thrown ground ball. Strike a tossed ball with different implements from a side orientation. Identify the following phases for striking a ball: preparation, application of force, follow through and recovery. Throws underhand using a mature pattern in non-dynamic environments (closed skill) with different sizes and types of objects. Throws underhand to a large target with accuracy. Throws with reasonable accuracy in dynamic, small-sided practice tasks. Catches a batted ball above the head, at chest or waist level and along the ground using a mature pattern in a non-dynamic (closed skill) environment. Catches with reasonable accuracy in dynamic, small-sided practice tasks. Strike a dropped object, with a racket or paddle, toward a target by using the forehand movement pattern. Hit a softly tossed ball backhanded with a paddle or racket. Serve a lightweight ball over a low net, using the underhand movement pattern. Manipulate an object by using a long-handled implement. Describe the appropriate body orientation to strike an object, using the forehand movement pattern. 	<ul style="list-style-type: none"> Exhibit effective decision-making processes in the application of skills during physical activity (Active Living) Reflect and act upon their preferences for physical activities in leisure time (Active Living) Identify and discuss the changes that occur during puberty and their impact on well-being (Active Living)
Music	<p><u>Exhibition</u> Responding</p> <ul style="list-style-type: none"> Explain the role and relevance of music in their own culture, its uses and associations through place and time Interpret and explain the cultural and/or historical perspectives of a musical composition <p>Creating</p> <ul style="list-style-type: none"> Incorporate the other arts and available resources in order to broaden their creative expression. Present in small groups, innovative musical performances on a selected issue <i>Outcomes here</i> 	<p><u>Composition</u> Responding</p> <ul style="list-style-type: none"> Sing/play with accuracy and control focusing awareness on the musical elements. Describe the process used to create their own music and compare it with others, in order to improve their compositions/performance. <p>Creating</p> <ul style="list-style-type: none"> Collaboratively create a musical sequence using known musical elements Read and write music in traditional and/or non-traditional notation. Create a musical composition expressing their own ideas a 	
Religion	<p>Multi-faith (J. Muyuela & M. O'Shea)</p> <p>Rites of Passage (Continued from Semester One)</p> <ul style="list-style-type: none"> Identify rites of passage from secular and religious perspectives Explore the significance of the rites of passage Reflect on changes in people's lives (Connections between modern day life and ancient civilizations) <p>Catholic/ Christian</p>	<p>Multi-faith (J. Muyuela & M. O'Shea)</p> <p>Social Justice</p> <p>Catholic / Christian <i>The Sacraments</i></p>	<p>Multi-faith (J. Muyuela & M. O'Shea)</p> <p>Worship in Different Religions</p> <ul style="list-style-type: none"> Identify worship in different religions Explore the importance of worship in different religious and what worship would look like to non-religious people Reflect critically on the messages on worship from social media <p>Catholic/ Christian The Liturgical year</p>



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	<p>The Apostle's Creed (continued from Semester One)</p> <ul style="list-style-type: none"> Find evidence in biblical passages of professing one's faith(Creed). Examine the importance of the Apostle's Creed. Understand why the Creed is professed at the Sacrament of Baptism and during the Liturgy of the Easter Vigil. Make connections between the Apostles' Creed and the Advent/Christmas season. 	<ul style="list-style-type: none"> Identify in the Rite of the Anointing of the Sick by stating who can receive and celebrate the sacrament; the rituals, blessings and prayers, signs and symbols that signify and convey grace and identification with Christ who suffers and who heals. Explain the significance of the Last Sacrament in the Christian life. Identify in Scripture, examples of illness in human life and the transformation, forgiveness, and healing that Christ reveals through his ministry. Connect examples from scriptures to the Sacraments of Reconciliation and Anointing of the Sick. 	<ul style="list-style-type: none"> Name the signs and symbols within the Liturgical year Understand the parts of Mass and our role in the celebration Explain how the Liturgical year and divinity of Jesus, as examined in the New Testament, show important truth of faith to Christians
<p>Japanese</p>	<p>Beginner/Intermediate Reading & Writing</p> <ul style="list-style-type: none"> Read Kakana and / or Hiragana on the Menu Write the name of dishes and their prices for making menu <p>Listening & Speaking</p> <ul style="list-style-type: none"> Order the dishes and beverages using short phrases and simple language patterns learned in class Ask the shop clerk about the menu using short phrases and simple language patterns learned in class Comprehends simple questions from shop clerk and responds with words, phrases and language patterns learned in class Uses correct grammatical structures for simple text <p>Advance (「いらい状とお礼状」／「さわっておどろく」／接続後)</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Consider the relationship between facts and opinions and author's thought. Read aloud with increasing fluency, expression and intonation. Comprehend non-fiction and stories. <p><u>Writing</u></p> <ul style="list-style-type: none"> To write requests, announcements, and thank you letters in accordance with objectives.. Use correct spelling for frequently words. Write basic kanji accurately and legibly. Use appropriate punctuation marks on Genkou youshi format. <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> Read aloud paying attention to changes in the scenes and use of dialect and words. Follow multi-step directions. Differentiate spoken language and written language. Show awareness of appropriate language style. ness of appropriate language style. Retell stories in sequence. 	<p>Beginner/Intermediate Reading & Writing</p> <ul style="list-style-type: none"> Recognize and read Hiragana / Katakana / Kanji characters Write familiar Hiragana / Katakana / Kanji characters Write sentences about leisure using the phrases learned in class Write the letter using the structures and phrases learned in class Write sentences about memory and future using the phrases learned in class <p>Listening & Speaking</p> <ul style="list-style-type: none"> Recognize and tell date (month & date) Talk about leisure schedule using short phrases and simple language patterns learned in class Comprehends simple questions and responds with words, phrases and language patterns learned in class Uses correct grammatical structures for simple text <p>Advance (「ことわざ、故事成語、四字熟語」／「ごんぎつね」)</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Analyze the characters traits, symbols, the effect of ending of the story. Read aloud with increasing fluency, expression and intonation. Comprehend a variety of stories and identify main characters and plots. <p><u>Writing</u></p> <ul style="list-style-type: none"> Use correct spelling for frequently words. Write basic kanji accurately and legibly. Use appropriate punctuation marks on Genkou youshi format. Write review the story, own reflections, and author's intentions. <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> Read dramatically imagining yourself in the position of the characters. Follow multi-step directions. Differentiate spoken language and written language. Show awareness of appropriate language style. Retell stories in sequence. 	
<p>Spanish</p>	<p>Level A1</p> <p>She is very nice</p> <ul style="list-style-type: none"> Learn how to describe people's character physical appearance in Spanish Talk about the physical condition Study how to express ownership Learn how to describe a piece of clothing Study the family members 	<p>Level A1</p> <p>Every day the same!</p> <ul style="list-style-type: none"> Learn how to ask and tell the time in Spanish Describe habitual actions Study the free time activities and daily routines Learn how to make an appointment Study the parts of the day Learn about professions 	<p>Level A1</p> <p>Written Expression and Interaction</p>