

G4	Who We Are 1st UOI	How we Express Ourselves 2nd UOI	How the World Works 3rd UOI	Where we are in Place & Time 4th UOI	Sharing the Planet 5th UOI	How we Organise Ourselves 6th UOI
	Learning with and about others helps us learn more about ourselves.	Through action and creativity we can design our own learning projects.	Learning to harness forces can lead to unlimited invention.	A journey may involve challenges, growth and change.	Local and global issues often require innovative solutions	Organisations can serve to enhance civic and social responsibility.
CONCEPTS:	PERSEPECTIVE, CONNECTION, RESPONSIBILITY	CONNECTION, FUNCTION, FORM	FUNCTION, CHANGE, CAUSATION	PERSEPECTIVE, CONNECTION	CAUSATION, RESPONSIBILITY, CHANGE	FORM, FUNCTION, RESPONSIBILITY
Related CONCEPTS:	Identity, family values, relationships, inspiration	Creativity, design, imagination, purpose.	energy, change, invention, technology	transformation, diversity, migration, progress.	responsibility, conservation, sustainability, innovations	resources, needs & wants, systems, organisation, initiative, role.
Lines of Inquiry	<ul style="list-style-type: none"> Exploring our interests, likes and dislikes. The connections between our interests and personalities. Understanding our roles and responsibilities with others. 	<ul style="list-style-type: none"> Learning through exploration. How to design a learning project. Connecting our interests to learning through projects. 	<ul style="list-style-type: none"> How forces work. Applications of forces and movement. Inventions that harness forces. 	<ul style="list-style-type: none"> Concepts of a journey. Personal and famous journeys. What people can learn from journeys. 	<ul style="list-style-type: none"> Issues related to natural resources. Issues in our environment. Taking action through sustainable solutions. 	<ul style="list-style-type: none"> Community reliance on organisations. Organisations that respond to peoples needs within the locality. Service as action.
Power Standards	<p>PSPE: Identity: Students understand that understanding ourselves helps us to understand and empathise with others.</p> <p>Identity: Students understand that a person's self-concept is influenced by how others regard and treat them.</p> <p>Interaction: Students understand that healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion.</p> <p>ARTS: Understand that we make connections between our artwork and that of others to extend our thinking.</p> <p>DESIGN: Design grows out of natural curiosity. Skills can be developed through play.</p>	<p>DESIGN: Design grows out of natural curiosity. Skills can be developed through play.</p> <p>SCIENCE: Student understand that science involves making predictions and describing patterns and relationships.</p> <p>ARTS: Understand that we can explore our personal experiences beliefs and values through the arts.</p> <p>PSPE: Interaction - Understand that an effective group capitalises on the strengths of its' individual members.</p>	<p>SCIENCE: Students understand that forces can be exerted by one object on another through direct contact or from a distance (Physics).</p> <p>Student understand that science involves making predictions and describing patterns and relationships</p> <p>Students understand that science knowledge helps people to understand the effect of their actions.</p> <p>DESIGN: Design grows out of natural curiosity. Skills can be developed through play.</p>	<p>SS: Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions.</p> <p>ARTS (Responding): Students will understand that when experiencing arts, we make connections between different cultures, places and times. AR.1</p> <p>Students will understand that people explore issues, beliefs and values through arts. AR.2</p>	<p>SS: Understand the use and management of natural resources and waste, and the different views on how to do this sustainably.</p> <p>SS: Understand the importance of environments, including natural vegetation, to animals and people.</p> <p>SCIENCE: Students understand that natural and processed materials have a range of physical properties that can influence their use (Chem).</p> <p>Students understand that Living things depend on each other and the environment to survive (Bio)</p> <p>PSPE:</p>	<p>SS: Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions.</p> <p>PSPE: Interaction - Understand that a plan of action is necessary strategy for a group to achieve its goal.</p> <p>PSPE: Interaction - Understand that an effective group capitalises on the strengths of its' individual members.</p> <p>SCIENCE: Students understand that science knowledge helps people to understand the effect of their actions.</p>
LANGUAGE	<p>WRITING</p> <p>Introduction to small moment writing through show not tell and develop stamina writing.</p> <p>W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p>READING -</p> <p>Read aloud a personal narrative, identifying theme and summarizing. Examine the points of view of the characters.</p> <p>Introduce the 6 reading strategies - summarizer, connector, visualizer, passage picker, discussion director and word wizard</p> <p>RL.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <p>RL.6 Assess how point of view or purpose shapes the content and style of a text</p> <p>SPEAKING AND LISTENING</p> <p>Through shared writing and discussion of reading strategies.</p> <p>LS.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</p>	<p>WRITING</p> <p>Introduction to the writing process and personal narratives. Publish using word</p> <p>W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p>READING</p> <p>Read aloud a personal narrative, identifying theme and summarizing. Examine the points of view of the characters.</p> <p>Introduce the 6 reading strategies - summarizer, connector, visualizer, passage picker, discussion director and word wizard</p> <p>RL.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <p>RL.6 Assess how point of view or purpose shapes the content and style of a text</p> <p>SPEAKING AND LISTENING</p> <p>Through shared writing and discussion of reading strategies.</p> <p>LS.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</p>	<p>WRITING</p> <p>Introduce realistic fiction writing through personal choice then linked to a topic related to the UOI unit of Forces that requires research.</p> <p>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p> <p>W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>READING</p> <p>Introduce non-fiction books and their structure. Read various non-fiction books of interest and related to Forces. Develop research skills.</p> <p>RL.10 Read and comprehend complex literary and informational texts independently and proficiently</p> <p>SPEAKING AND LISTENING</p> <p>Discuss information presented about forces in different formats</p> <p>LS.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>WRITING</p> <p>Introduce realistic fiction writing related to journeys both personal, imagined and historical (through research)</p> <p>W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.4 Produce clear and coherent writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>READING</p> <p>Look at different perspectives of realistic fiction journey stories. Examine specific vocabulary and their purpose.</p> <p>RL.4 Analyze how and why individuals, events, and ideas develop and interact over the course of a text</p> <p>RL.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p> <p>RL.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources</p> <p>RL.6 Assess how point of view or purpose shapes the content and style of a text</p> <p>SPEAKING AND LISTENING</p> <p>Present a project about a journey through a realistic fiction and different forms.</p> <p>LS.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p>	<p>WRITING</p> <p>Introduction to opinion writing</p> <p>W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, avoiding plagiarism</p> <p>W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>READING</p> <p>Listen to and read opinion pieces. Examine the structure of opinion writing</p> <p>RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>SPEAKING AND LISTENING</p> <p>Analyse the evidence presented in an opinion piece.</p> <p>LS.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p>	<p>WRITING</p> <p>Introduce persuasive writing and develop an understanding of different forms of persuasive literacy. Develop research skills to provide evidence and facts to support a point of view.</p> <p>W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, avoiding plagiarism</p> <p>W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>READING</p> <p>Use comprehension skills to understand the meaning of different texts.</p> <p>RL.10 Read and comprehend complex literary and informational texts independently and proficiently</p> <p>SPEAKING AND LISTENING</p> <p>Advise and create a sales pitch based on evidence.</p> <p>LS.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p>
MATHS	<p>NUMBER SENSE:</p> <ul style="list-style-type: none"> Students will understand that operations can be modeled in a variety of ways (MN.3) Students will understand the base 10 value system extends in two directions (MN.1) MN.13 Students will be able to Identify the face and place value of a given numeral in a 5-digit number MN.10 Students will be able to Count on and back in 1's, 2's, 5's, 10's, 100's and 1000's for any 5 digit number MN.9 Students will know that There is a range of addition, subtraction, multiplication and division strategies that can be used in problem solving <p>PATTERN:</p> <ul style="list-style-type: none"> Students will understand that Patterns can often be generalised using algebraic expressions or equations. (MA.1) <p>Application:</p> <ul style="list-style-type: none"> Developing the habits of a good mathematician Problem solving activities Math calculations connected to Independent Learning Projects 	<p>NUMBER SENSE:</p> <p>MN.31 Students will be able to Solve problems involving the addition and subtraction of whole numbers up to 4 digits, using heuristic strategies, estimation, mental, informal or formal written strategies</p> <p>MN.33 Students will be able to Use a variety of methods such as approximating, rounding and inverse operations to check the reasonableness of their answers</p> <p>MEASUREMENT:</p> <p>Students will understand that A range of procedures exists to measure different attributes of objects and events (MM.3)</p> <p>Students will understand that Conversion of units and measurements allows us to make sense of the world we live in (MM.2)</p> <p>Students will understand that Accuracy of measurements depends on the situation and the precision of the tool (MM.1)</p> <p>Application:</p> <ul style="list-style-type: none"> Estimation Open-ended measurement problems connected to materials. 	<p>NUMBER SENSE:</p> <p>MN.32 Students will be able to Solve problems involving multiplication and division of 3-digit whole numbers by a single digit number using heuristic strategies, estimation, mental, informal or formal written strategies</p> <p>MN.33 Students will be able to Use a variety of methods such as approximating, rounding and inverse operations to check the reasonableness of their answers</p> <p>PATTERN:</p> <p>Students will know Relationships or rules exist that link members of one set with members of another set (equations) (MA.2)</p> <p>Application:</p> <ul style="list-style-type: none"> calculation of data related to force experiments 	<p>NUMBER SENSE:</p> <p>Students will understand that fractions and decimals are ways of representing whole-part relationships and there is a relationship between them (you can introduce percentage here if time permits) (MN.2)</p> <p>Students will understand that operations can be modeled in a variety of ways (MN.3)</p> <p>MN.16 Students will be able to Read, write, order and compare decimals and fractions (proper and improper) in numerals and words to hundredths</p> <p>Application:</p> <p>Students use calculations to explore real world applications of whole-part relationships.</p>	<p>DATA & PROBABILITY:</p> <p>Students will understand that Data can be collected and manipulated to convey information in different ways (MS.1)</p> <p>Students will understand that Probability can be expressed in numerical notations (MS.2)</p> <p>MEASUREMENT:</p> <p>Students will understand that Accuracy of measurements depends on the situation and the precision of the tool (MM.1)</p> <p>Students will understand that Conversion of units and measurements allows us to make sense of the world we live in (MM.2)</p> <p>Students will understand that a range of procedures exists to measure different attributes of objects and events (MM.3)</p> <p>Application:</p> <p>Students use measurement and data as tools to explore environmental inquiries connected with local and global issues. For example, land mass, supply of natural resources, pollution etc...</p>	<p>GEOMETRY:</p> <p>Students will understand that Geometric concepts allow us to make sense of and interact with our world, along with solving problems (MG.1)</p> <p>Students will understand that Geometric tools and methods can be used to solve problems relating to shape and space (MG.2)</p> <p>Students will understand the Manipulation of shape and space takes place for a particular purpose (MG.3)</p> <p>DATA & PROBABILITY:</p> <p>Students will understand that Probability can be expressed in numerical notations (MS.2)</p> <p>Application:</p> <p>Students conduct personalised investigations through geometric principles and hands on investigations.</p>
DESIGN CONNECTIONS	Essential Agreements, IB Learner Profile, hopes and dreams, and goal setting in Design.	Design a lesson to show how to connect your interest to a project	Design challenges- Speed or Power (gears)	Design challenges- Scratch coding(Standalone)	Arcade game design- sustainability, design thinking, organisation	
PERFORMING ARTS	Essential Agreements, IB Learner Profile, hopes and dreams, and goal setting in PA.	Creating and responding to different PA pieces connected to students personal interests.	PRODUCTION (13 WKS)	PRODUCTION (13 WKS)	Integrated unit - Marketing. Using PA as a way to influence peoples thinking. Connected to the homeroom's PLP unit.	Communicating ideas through music in response to different forms of stimuli.
P.E	Essential Agreements & IB Learner Profile in PE: Students will design and practice a set of agreements centered around Purpose, Safety and Respect, which will serve as our guiding principles for the year ahead.	Personal excellence in skill development through the process of SMART Goals.	Exploring various forces at work in PE and how they affect the sports and games we play.	Personal excellence in skill development through the process of SMART Goals (continued).	Problem solving in team based challenges.	Exploration into effective groupwork, and how to capitalise on the strengths of its' individual members through the sport of Netball.
MANDARIN	<p>Phase 1</p> <p>Know: Names & introductions. Numbers 1-10, 10s 100s.</p> <p>Phase 2</p> <p>Know: Forms of polite language. Forms of polite language.</p> <p>Phase 3:</p> <p>Know: Vocabulary for Thoughts, ideas and opinions; Vocabulary for Hobbies & Interests</p> <p>Phase 4:</p> <p>Know -Vocabulary for Traditional /Culture ; Traditional /Culture Stories, poems & rhymes</p>	<p>Phase 1</p> <p>Know: Greetings and introductions. Simple characters & strokes.</p> <p>Phase 2</p> <p>Know: Know: Simple grammatical rules (including beginning, middle & ending sounds). Conventions of printed text in Mandarin.</p> <p>Phase 3</p> <p>Know: Homophones and homographs are important in Chinese language. Radical support meanings: Culture stories, poems & rhymes.</p> <p>Phase 4</p> <p>Know -Contexts for Purpose & Audience.</p>	<p>Phase 1</p> <p>Know: Classroom items. Characters represent one syllable. How to write form Simple sentence.</p> <p>Phase 1</p> <p>Know: Numbers in real life settings (dates, time, money, order).</p> <p>Phase 3</p> <p>Know: Vocabulary for Sports(Ph3)</p> <p>Know -Vocabulary for Thoughts, ideas and opinions.</p> <p>Phase 4</p> <p>Know: Vocabulary for the school community.</p>	<p>Phase 1</p> <p>Know: Names & family members. Parts of the body. How to write form Simple sentence.</p> <p>Phase 2</p> <p>Know: Vocabulary for daily routines and home.</p> <p>Phase 3</p> <p>Know: Contexts for Purpose & Audience.</p> <p>Phase 4</p> <p>Know -Contexts for Purpose & Audience.(PH4)</p>	<p>Phase 1</p> <p>Know: Tones in Chinese (Pinyin). Pinyin with tones.</p> <p>Know: Numbers 1-10, 10s 100s.</p> <p>Phase 2</p> <p>Know: Simple poems, rhymes and songs. Basic radicals (transferred from the basic character) 人, 单人旁</p> <p>Phase 3</p> <p>Know: Chinese idiom and culture stories, poems & rhymes .</p> <p>Phase 4</p> <p>Know -Traditional /Culture Stories, poems & rhymes. Vocabulary for Thoughts, ideas and opinions</p>	<p>Phase 1:</p> <p>Know: Places around school.</p> <p>Know: Simple sentences.</p> <p>Phase 2:</p> <p>Know: Vocabulary for feelings, likes and dislikes.</p> <p>Phase 3:</p> <p>Know: Chinese traditions & culture stories.</p> <p>Phase 4</p> <p>Know: Vocabulary for Chinese transitions& Cultures.</p> <p>Know: Chinese culture stories.</p>
MANDARIN Phase 5	<p>Know: Grammatical rules & patterns</p> <p>Know: How to compose thoughts, ideas and opinions.</p> <p>Know: Meanings behind traditional stories, songs, poems and quotes.</p>	<p>Know: Grammatical rules & patterns</p> <p>Know: How to compose thoughts, ideas and opinions.</p> <p>Know: How to compose engaging stories (narratives)</p>	<p>Know: Grammatical rules & patterns</p> <p>Know: How to compose thoughts, ideas and opinions.</p> <p>Know: How to compose informational writing.</p>	<p>Know: Grammatical rules & patterns</p> <p>Know: How to compose thoughts, ideas and opinions.</p> <p>Know: How to compose engaging stories (narratives)</p>	<p>Know: Grammatical rules & patterns</p> <p>Know: How to compose thoughts, ideas and opinions.</p> <p>Know: Prevalent local and global issues that affect China.</p>	<p>Know: Grammatical rules & patterns</p> <p>Know: How to compose thoughts, ideas and opinions.</p> <p>Know: Relevant local community systems & organisations.</p>