

G2	Who We Are 1st UOI	How we Express Ourselves 2nd UOI	Sharing the Planet 3rd UOI	Where we are in Place & Time 4th UOI	How the World Works 5th UOI	How we Organise Ourselves 6th UOI
CENTRAL IDEA:	<b>By knowing ourselves and others we can build strong trustful relationships.</b>	<b>The power of words and images can affect our thoughts and feelings.</b>	<b>Balance can help living things co-exist.</b>	<b>Technology and development have the power to transform peoples' lives.</b>	<b>We base the design of a structure on its purpose.</b>	<b>To maximize efficient use of resources we can minimize waste.</b>
CONCEPTS:	<b>PERSPECTIVE, FUNCTION</b>	<b>CONNECTION, PERSPECTIVE</b>	<b>CONNECTION, FUNCTION, RESPONSIBILITY</b>	<b>FORM, CHANGE, CONNECTION</b>	<b>FORM, CAUSATION, FUNCTION</b>	<b>RESPONSIBILITY, CAUSATION</b>
Related CONCEPTS:	Cooperation, decision making, identity.	Creativity, meaning, audience, imagination, purpose.	ecosystems, interdependence, relationships, balance.	transformation, similarities/differences, networks	purpose, properties, impact	resources, waste, supply & demand, needs & wants, patterns, consequences, initiative, natural/manufactured, choice,
Lines of Inquiry	<ul style="list-style-type: none"> <li>Characteristics of identity.</li> <li>How we do or do not connect with other people.</li> <li>How to develop empathy.</li> <li>Exploring roles and behaviours within relationships.</li> </ul>	<ul style="list-style-type: none"> <li>How images can affect our feelings.</li> <li>The power of words and how we use them.</li> <li>How we can respond to words and images.</li> </ul>	<ul style="list-style-type: none"> <li>Interdependency of living things</li> <li>Balance in nature.</li> <li>Our role in creating environmental balance.</li> </ul>	<ul style="list-style-type: none"> <li>The transformation of past technology.</li> <li>How technology affects our lives.</li> <li>Invention and change.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring design in our environment.</li> <li>How designs meet their purpose.</li> <li>Scientific principles, problem solving &amp; design.</li> </ul>	<ul style="list-style-type: none"> <li>How people create waste.</li> <li>Waste management.</li> <li>Connections between waste and natural resources.</li> </ul>
Power Standards	<p>PSPE: (Interaction) Students understand that accepting others into a group builds open-mindedness. (Identity) Students understand that every person is an individual. PSPE: (Identity) - Understanding our emotions helps us regulate our behaviour.</p> <p>ARTS: (Creating/Responding) Understand that people communicate feelings and ideas through the arts. ARTS: Understand that we solve problems during the creative process by thinking critically and imaginatively.</p>	<p>ARTS: (Responding) Understand that we are receptive to art practices and artworks from different cultures, places and/or times. ARTS: (Creating) Understand that our artwork can provoke different responses from others.</p> <p>PSPE: (Identity) Understand that respecting other peoples perspectives helps us to develop empathy.</p>	<p>SCIENCE: Students understand that living things change and grow (Bio). Students understand that Science involves observing, asking questions about, and describing changes in, objects and events. Students understand that people use science in their daily lives, including when caring for their environment and living things. SS: Understand how changing technology affected people's lives (at home and in the ways they worked, traveled, communicated and played in the past).</p> <p>DESIGN: Technologies are tools that extend human capabilities.</p>	<p>SS: Understand how changing technology affected people's lives (at home and in the ways they worked, traveled, communicated and played in the past).</p> <p>DESIGN: Technologies are tools that extend human capabilities.</p>	<p>SCIENCE: Students understand that a push or a pull affects how an object moves or changes shape (Physics). Student understand that different materials can be combined for a particular purpose (Chem). Students understand that Science involves observing, asking questions about, and describing changes in, objects and events.</p> <p>ARTS: Students will understand that we solve problems during the creative process by thinking critically and imaginatively.</p> <p>DESIGN: Designs grow out of natural curiosity.</p>	<p>SCIENCE: Students understand that people use science in their daily lives, including when caring for their environment and living things. Students understand that Earth's resources are used in a variety of ways (Earth).</p> <p>PSPE: (Interaction) Students understand that participation in a group can require group members to take on different roles and responsibilities.</p>
LANGUAGE ARTS	<p><b>NARRATIVE:</b></p> <p>WRITING - Launching Writer's Workshop with Small Moments, Narrative 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>READING - RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>SPEAKING &amp; LISTENING - LS.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p><b>NARRATIVE:</b></p> <p>WRITING - (Myths, legends, folktales, narrative texts) 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>READING - (Cultural tales) RI.1a: Recount Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.3a: Analyze elements Describe how characters in a story respond to major events and challenges. RI.5a: Analyze structures Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RI.9a: Compare/Contrast authors/cultures Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>SPEAKING &amp; LISTENING - LS.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>INFORMATIONAL (Introduction to Informational Texts)</p> <p>Focus on descriptions and observation READING - Non-fictional information RI.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text RI.2: Main Topic/Details. RI.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RI.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 &amp; LISTENING - LS.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>INFORMATIONAL (all about)</p> <p>WRITING - 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>READING - Non-fictional information RI.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text RI.2: Main Topic/Details. RI.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RI.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 &amp; LISTENING - LS.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>INFORMATIONAL (Procedural)</p> <p>WRITING - Informational W.2a: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>READING - RI.1a: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2a: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.3a: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.4a Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.5a Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>WRITING - (Persuasive + OPEN GENRE) W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (W.6) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation (W7).</p> <p>READING: Assess how point of view or purpose shapes the content and style of a text (RI.6). Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (RI.9) Read and comprehend complex literary and informational texts independently and proficiently (RI.10).</p> <p>SPEAKING &amp; LISTENING: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric (LS.3) 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 (LS.4)</p>
MATHS	<p>NUMBER SENSE (Addition and Subtraction) Students will understand:</p> <ul style="list-style-type: none"> <li>the base 10 value system extends in two directions</li> <li>the operations of addition subtraction, are related to each other and are used to process information to solve problems</li> <li>that number operations can be modeled in a variety of ways</li> </ul> <p>PATTERN</p> <ul style="list-style-type: none"> <li>whole numbers exhibit patterns and relationships that can be observed and described.</li> <li>that patterns can be represented using numbers and other symbols.</li> </ul> <p>Application: Developing good habits of mathematicians. Problem-solving activities.</p>	<p>PATTERN</p> <ul style="list-style-type: none"> <li>whole numbers exhibit patterns and relationships that can be observed and described.</li> <li>that patterns can be represented using numbers and other symbols.</li> </ul> <p>DATA &amp; PROBABILITY</p> <ul style="list-style-type: none"> <li>that information can be expressed as organised and structured data</li> <li>that events in daily life involve chance and some events are more likely to happen than others.</li> </ul> <p>Application: Exploring patterns Graphing data related to inquiry projects.</p>	<p>NUMBER SENSE</p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>the base 10 value system extends in two directions</li> <li>the operations of addition subtraction, are related to each other and are used to process information to solve problems</li> <li>that number operations can be modeled in a variety of ways</li> </ul> <p>DATA &amp; PROBABILITY</p> <ul style="list-style-type: none"> <li>that events in daily life involve chance and some events are more likely to happen than others.</li> </ul> <p>Application: Math calculations Gathering and presenting data in different ways.</p>	<p>DATA &amp; PROBABILITY</p> <ul style="list-style-type: none"> <li>that information can be expressed as organised and structured data</li> <li>that events in daily life involve chance and some events are more likely to happen than others.</li> </ul> <p>MEASUREMENT (Time)</p> <ul style="list-style-type: none"> <li>that objects and events have attributes that can be measured using appropriate tools</li> <li>that relationships exist between standard units that measure the same attributes</li> <li>that estimation allows us to predict and check our measurements</li> </ul> <p>Application: Exploring time. Gathering and presenting data in different ways.</p>	<p>NUMBER SENSE (Fractions)</p> <ul style="list-style-type: none"> <li>that fractions are ways of representing whole-part relationships</li> </ul> <p>GEOMETRY</p> <ul style="list-style-type: none"> <li>that geometric shapes and associated vocabulary are useful for representing and describing objects in real-world situations.</li> <li>that changing the position of a shape does not alter its properties.</li> <li>specific vocabulary can be used to describe an object's position in space</li> <li>shapes can be transformed in different ways.</li> </ul> <p>MEASUREMENT</p> <ul style="list-style-type: none"> <li>that objects and events have attributes that can be measured using appropriate tools</li> <li>that relationships exist between standard units that measure the same attributes</li> <li>that estimation allows us to predict and check our measurements</li> </ul> <p>Application: Exploring fractions Exploring shapes Open-ended measurement problems connected to inquiry</p>	<p>NUMBER SENSE (MULTIPLICATION AND DIVISION) Students will understand:</p> <ul style="list-style-type: none"> <li>the operations of multiplication and division are related to each other and are used to process information to solve problems</li> <li>that number operations can be modeled in a variety of ways</li> </ul> <p>MEASUREMENT (MONEY)</p> <ul style="list-style-type: none"> <li>that relationships exist between standard units that measure the same attributes</li> <li>that estimation allows us to predict and check our measurements</li> </ul> <p>Application: Problem-solving activities. Exploring time and measurement. Exploring money.</p>
DESIGN CONNECTIONS	Design challenges - building relationships	Design principles of colour, font and layout.	Movie making - students create an imovie to show how understanding of the ceutral idea	Lego WeDo- Coding with Lego (Standalone)	Purpose built structures	Design challenge - Minimizing packaging.
PERFORMING ARTS	Essential Agreements, IB Learner Profile, hopes and dreams, and goal setting in PA.	Intergrated - Showing words and images through dance, music and drama.	PRODUCTION (13 WKS)	PRODUCTION (13 WKS)	Communicating ideas through music, dance and drama in response to different forms of stimuli.	Communicating ideas through music, dance and drama 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.	Invasion Games- Soccer: An exploration into soccer and the different perspectives on what it means to play football/be a footballer.	Balance and healthy life choices: Unpacking what it means to 'be balanced' and live a healthy balanced life.	Integration of technology into PE to promote health and fitness.	Explore how forces work in various physical pursuits and the affect they have on power and accuracy.	Role and responsibilitie within a team.
MANDARIN	<p>Integrated:</p> <p>Phase1 Know: Greetings and introductions. Know: Names &amp; family members. Know: Simple characters &amp; strokes.</p> <p>Phase2 Know:Forms of polite language. Know: Simple grammatical rules (including beginning, middle &amp; ending sounds).</p> <p>Phase3 Know: Vocabulary for Thoughts, ideas and opinions</p> <p>Phase4 Know: Vocabulary for Thoughts, ideas and opinions</p>	<p>Integrated:</p> <p>Phase1 Know: Greetings and introductions. Know: Characters represent one syllable. How to form Simple sentence.</p> <p>Phase2 Know: Vocabulary of feelings, likes/dislikes.</p> <p>Phase3 Know: Vocabulary for Thoughts, ideas and opinions Know: Vocabulary for Hobbies &amp; Interests</p> <p>Phase4 Know: Vocabulary for Thoughts, ideas and opinions Know: Contexts for Purpose &amp; Audience.</p>	<p>Integrated</p> <p>Phase1 Know: Parts of the body. Know: Pinyin with tones.</p> <p>Phase2 Know: Simple question types. Know: Tones changes the meaning</p> <p>Phase3 Know: Contexts for Purpose &amp; Audience. now: Vocabulary for Sports</p> <p>Phase4 Know: Contexts for Purpose &amp; Audience. Know: Chinese idiom and phrases</p>	<p>Stand alone</p> <p>Phase1 Know: Classroom items. Know: Pinyin with tones.</p> <p>Phase2 Know: Numbers in real life settings (dates, time, money, order). Know: Chinese celebrations &amp; traditions.</p> <p>Phase3 Know: Chinese celebrations &amp; traditions. Know: Homophones and homographs are important in Chinese language Know: Radical support meanings.</p> <p>Phase4 Know: Chinese celebrations &amp; traditions. Know: Vocabulary for Traditional /Culture Know: Traditional /Culture Stories, poems &amp; rhymes</p>	<p>Integrated</p> <p>Phase1 Know: Places around school. Know: Numbers 1-10, 10s 100s.</p> <p>Phase2 Know: Vocabulary for daily routines and home.</p> <p>Phase3 Know: Vocabulary for Hobbies &amp; Interests Know: Contexts for Purpose &amp; Audience.</p> <p>Phase4 Know: Vocabulary for the school community.</p>	<p>Integrated</p> <p>Phase1 Know: Classroom items. Know: Numbers 1-10, 10s 100s.</p> <p>Phase2 now: Simple poems, rhymes and songs.</p> <p>Phase3 Know: Chinese idiom and culture stories, poems &amp; rhymes</p> <p>Phase4 Know: Contexts for Purpose &amp; Audience. Know: Vocabulary for Thoughts, ideas and opinions</p>
MANDARIN Phase 5	<p>Know: Grammatical rules &amp; patterns Know: How to compose thoughts, ideas and opinions.</p>	<p>Know: Grammatical rules &amp; patterns Know: How to compose thoughts, ideas and opinions.</p>	<p>Know: Grammatical rules &amp; patterns Know: How to compose thoughts, ideas and opinions. Know: How to compose engaging stories (narratives)</p>	<p>Know: Grammatical rules &amp; patterns Know: How to compose thoughts, ideas and opinions. Know: How to compose engaging stories (narratives)</p>	<p>Know: Grammatical rules &amp; patterns Know: How to compose thoughts, ideas and opinions. Know: How to compose informational writing.</p>	<p>Know: Grammatical rules &amp; patterns Know: How to compose thoughts, ideas and opinions. Know: How to compose informational writing.</p>