

GS	How we Express Ourselves 1st UOI	How we Organise Ourselves 2nd UOI	Where we are in Place & Time 3rd UNIT	Who We Are 4th UOI	Sharing the Planet 5th UOI	How the World Works 6th UOI
CONCEPTS:	Communication through the media, can provide us with multiple perspectives.	Collaboration can help groups of people achieve their potential.	Historical sources can inform us about challenges people faced in the past.	Our beliefs can make us think and act in different ways.	Local and global issues often require innovative solutions. [PYP Ex22]	Scientists use the scientific method to justify claims about how things work.
Related CONCEPTS:	PERSPECTIVE, FORM	RESPONSIBILITY, CONNECTION	FORM, CONNECTION,	CHANGE, PERSPECTIVE	CAUSATION, RESPONSIBILITY	FORM, FUNCTION, CAUSATION
Lines of Inquiry	<ul style="list-style-type: none"> The power of images and how we interpret them. Digital media. Why people experience the same media messages differently. 	<ul style="list-style-type: none"> Effective teamwork. Group dynamics. Strategies for managing a team project. 	<ul style="list-style-type: none"> STUDENT DEVELOPED 	<ul style="list-style-type: none"> Where our beliefs come from. Connections between behaviour, beliefs & values. Why our beliefs can change. 	<ul style="list-style-type: none"> Student Choice 	<ul style="list-style-type: none"> The scientific method and how we use it. Communicating scientific ideas, explanations and processes. Investigating scientific claims.
Power Standards	<p>ARTS: Students understand that the arts provide us with multiple perspectives.</p> <p>ARTS: Understand that we explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</p> <p>PSPE: Interaction - students understand that individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.</p>	<p>PSPE: Interaction - Understand that an effective group can accomplish more than a set of individuals.</p> <p>SS: Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects.</p> <p>ARTS: Understand that reflection and feedback can be useful tools in the creative process.</p>	<p>PSPE: Interaction - understand that individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.</p> <p>SS: Locate and collect relevant information and data from primary sources and secondary sources.</p> <p>SS: Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions.</p>	<p>PSPE: Identity - students understand the values beliefs and norms of a society can impact on an individual's evolving identity.</p> <p>ARTS: Students will understand that people communicate across cultures, places and times through arts.</p> <p>AR.2</p> <p>* This unit is also used to explore the emotional effects of puberty.</p>	<p>SS: Understand the difference between needs and wants and why choices need to be made about how limited resources are used.</p> <p>SS: Understand the types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations.</p> <p>SS: Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects.</p> <p>SCIENCE: Students understand that living things have structural features and adaptations that help them to survive in their environment (Bio)</p>	<p>SCIENCE: Understand light from a source forms shadows and can be absorbed, reflected and refracted (Phys)</p> <p>Understand that Solids, liquids and gases have different observable properties and behave in different ways (Chem)</p> <p>Students understand that Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions.</p> <p>DESIGN: The choice of technology and tools depends on the task.</p> <p>Skills are developed through practice effort and action.</p>
LANGUAGE	<p>WRITING - PERSUASIVE</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.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</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 while avoiding plagiarism.</p> <p>READING:</p> <p>RL.5 Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.</p> <p>SPEAKING AND LISTENING</p> <p>LS.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LS.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>WRITING - PERSUASIVE</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.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>READING:</p> <p>RL.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>RL.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>SPEAKING AND LISTENING</p> <p>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>WRITING: NARRATIVE (Historical Fiction)</p> <p>W.2 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</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 while avoiding plagiarism.</p> <p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>READING:</p> <p>RL.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take and the sufficiency of the evidence.</p> <p>RL.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>SPEAKING & LISTENING:</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>LS.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>WRITING - INFORMATIONAL</p> <p>W.2 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</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>READING:</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.5 Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.</p> <p>RL.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>SPEAKING & LISTENING:</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>LS.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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 - INFORMATIONAL</p> <p>W.2 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</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>READING:</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.5 Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.</p> <p>RL.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>SPEAKING & LISTENING:</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>LS.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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 - Mixed Genre (Poetry & Procedural)</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.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>READING:</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.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>SPEAKING & LISTENING:</p> <p>LS.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
MATHS	<p>NUMBER SENSE: Fractions & Decimals</p> <p>MN.2 Students will understand that With fractional and decimal computation, ideas developed for whole number computation can apply.</p> <p>MN.12 Students will be able to Read, write, order and compare integers, decimals and fractions (proper, improper and mixed number) from thousandths to hundreds in numerals and words.</p> <p>MN.24 Students will be able to Consistently state all fractions in their simplest form</p> <p>MN.25 Students will be able to Convert between simple fractions, percentages and decimals</p> <p>MN.26 Students will be able to Solve problems involving addition and subtraction of fractions, decimals and mixed numbers using models, mental and written strategies</p> <p>PATTERN:</p> <p>MA.1 Students will understand that Patterns can often be generalised using algebraic expressions or equations.</p> <p>DATA & PROBABILITY</p> <p>MS.2 Students will understand that The probability of an event can be predicted theoretically.</p> <p>MS.7 Students will know that Probability can be represented as a fraction or ratio.</p> <p>MS.16 Students will be able to Express probabilities as a fraction or ratio</p> <p>Application:</p> <p>Students use fractions and decimals to investigate real life scenarios.</p>	<p>NUMBER SENSE: Computation</p> <p>MN.4 Students will know that The number system is composed of prime and composite numbers.</p> <p>MN.19 Students will be able to Recall multiplication facts up to 12 x 12 and corresponding division facts</p> <p>MN.15 Students will be able to Generate multiples and factors to and from 100.</p> <p>MN.19 Students will be able to Recall multiplication facts up to 12 x 12 and corresponding division facts.</p> <p>MN.21 Students will be able to Introduce roots as the sides of a square with a given area.</p> <p>MN.29 Students will be able to Solve problems involving multiplication and division of 3-digit whole numbers by a 2- digit number using heuristic strategies, estimation, mental, informal or formal written strategies.</p> <p>PATTERN:</p> <p>MA.1 Students will understand that Patterns can often be generalised using algebraic expressions or equations.</p> <p>Application:</p> <p>Introduction to GS "Habits of a mathematician."</p> <ul style="list-style-type: none"> Mindset: communication, collaboration. Understand: Practice, confirm, apply. Confirmation pages. Discussion skills. Self-generated learning resources. 	<p>NUMBER SENSE: Fractions & Decimals</p> <p>MN.2 Students will understand that With fractional and decimal computation, ideas developed for whole number computation can apply.</p> <p>MN.12 Students will be able to Read, write, order and compare integers, decimals and fractions (proper, improper and mixed number) from thousandths to hundreds in numerals and words.</p> <p>MN.24 Students will be able to Consistently state all fractions in their simplest form</p> <p>MN.25 Students will be able to Convert between simple fractions, percentages and decimals</p> <p>MN.26 Students will be able to Solve problems involving addition and subtraction of fractions, decimals and mixed numbers using models, mental and written strategies.</p> <p>PATTERN:</p> <p>MA.1 Students will understand that Patterns can often be generalised using algebraic expressions or equations.</p> <p>DATA & PROBABILITY</p> <p>MS.2 Students will understand that The probability of an event can be predicted theoretically.</p> <p>MS.7 Students will know that Probability can be represented as a fraction or ratio.</p> <p>MS.16 Students will be able to Express probabilities as a fraction or ratio</p> <p>Application:</p> <p>Students use fractions and decimals to investigate real life scenarios.</p>	<p>GEOMETRY:</p> <p>MG.4 Students will know Scale is used to enlarge and reduce shapes.</p> <p>MG.6 Students will know A full turn is 360 degrees.</p> <p>MG.8 Students will be able to Identify and describe equilateral, isosceles, scalene and right-angled triangles.</p> <p>MG.9 Students will be able to Construct triangles when given specific measurements using a variety of tools.</p> <p>MG.10 Students will be able to demonstrate an understanding of congruency.</p> <p>MG.11 Students will be able to Describe geometric properties of 3D objects in the real world.</p> <p>MG.12 Students will be able to Describe the effect of a translation, rotation and reflection.</p> <p>MG.13 Students will be able to Explore tiling patterns (tessellation) on a plane.</p> <p>MG.19 Students will be able to Compare lines, rays and line segments</p> <p>MG.20 Students will be able to Describe angles as right, acute, or obtuse</p> <p>MG.21 Students will be able to Calculate angles in a triangle or around a point</p> <p>MG.22 Students will be able to Measure and construct angles to the nearest degree, using a protractor.</p> <p>MEASUREMENT:</p> <p>MM.6 Students will know that Formulae exist for calculating the perimeter and area of regular quadrilaterals and the volume of a cuboid.</p> <p>MN.15 Students will be able to Develop and describe the formulae used in calculating the perimeter and area of regular quadrilaterals and volume of cuboids.</p> <p>Application:</p> <p>Investigations with natural and human-made environments.</p>	<p>DATA & PROBABILITY:</p> <p>MS.1 Students will understand that Data can be presented effectively for valid interpretation and communication.</p> <p>MS.4 Students will know that Different types of graphs have special purposes.</p> <p>MS.11 Students will be able to Select appropriately from a wide range of graphical forms (including technology) when displaying discrete, continuous or grouped data, clearly communicating the significant features of the data.</p> <p>MS.13 Students will be able to Identify, describe and explain the mean, median, mode and range of sets of data.</p> <p>Application:</p> <p>Students gather, read and interpret data, they further create data visuals for the PYP exhibition.</p>	<p>NUMBER SENSE: Computational Review</p> <p>MN.2 Students will understand that With fractional and decimal computation, ideas developed for whole number computation can apply.</p> <p>MN.5 Students will know that Brackets, then multiplication and division, then addition and subtraction is the order of operations (left to right in a layer).</p> <p>MN.10 Students will be able to Identify the face and place value of a given numeral in at least 6-digit numbers (42,375 the 2 is in the 1000's place and has a face value of 2)</p> <p>MEASUREMENT:</p> <p>MM.2 Students will understand that Conversion of units and measurements allows us to make sense of the world we live in.</p> <p>MM.4 Students will know that There are relationships in the metric measuring system, e.g. 1l =100cl, 1cl = 10ml, 1cl =10cm³</p> <p>MM.5 Students will know that The correct abbreviations are km, m, cm, mm, m², cm² and mm²</p> <p>MN.10 Students will be able to Convert between units within a system of measurement (km, m, cm, mm)</p> <p>Application:</p> <p>Measuring objects and events in science related contexts.</p> <p>Estimating measurements in real world contexts.</p>
DESIGN CONNECTIONS	Graphic Design	Design challenges - solve through collaboration and teamwork	Empathy and design-user design	Design thinking - introduction to sustainable development goals	Design challenges	
PERFORMING ARTS	S.A. Using sources of inspiration to inspire creative performance pieces. Link to 'responding' to performance performances.	Integrated - Creating collaborative performance pieces.	PRODUCTION (13 WKS)	PRODUCTION (13 WKS)	Integrated - EXHIBITION	Integrated - Communicating scientific ideas through different forms of performing arts.
P.E	Collaboration: An exploration into effective teamwork, group dynamics and conflict resolution.	Collaboration: An exploration into effective teamwork, group dynamics and conflict resolution.	The evolution of sport and unusual games from history.	Connections with beliefs about performance and active living.	Essential Agreements & IB Learner Profile in PE: Practicing a set of agreements centered around Purpose, Safety and Respect	Students design their own personalised PE schedule to maximise their fitness using scientific principles.
MANDARIN	<p>Phase 1</p> <p>Know: Numbers 1-10, 10s 100s.Pinyin with tones.</p> <p>Phase 2</p> <p>Know: Simple poems, rhymes and songs.Tones change the meaning words.</p> <p>Phase 3</p> <p>Know: Chinese idioms through cultural stories, poems & rhymes.</p> <p>Phase 4</p> <p>Know: Traditional /Cultural Stories, poems & rhymes.</p>	<p>Phase 1</p> <p>Know: Greetings and introductions.</p> <p>Know: Names & family members.</p> <p>Know: How to form Simple sentence.</p> <p>Phase 2</p> <p>Know: Forms of polite language.Vocabulary of feelings, likes/dislikes.Simple question types.</p> <p>Phase 3</p> <p>Know: Vocabulary for Thoughts, ideas and opinions.</p> <p>Phase 4</p> <p>Know: Vocabulary for Thoughts, ideas and opinions.</p>	<p>Phase 1</p> <p>Know: Classroom items.</p> <p>Know: Simple characters & strokes. Know: Characters represent one syllable.</p> <p>Phase 2</p> <p>Know: Numbers in real life settings (dates, time, money, order).</p> <p>Know: Vocabulary for daily routines and home.</p> <p>Know: Simple grammatical rules.</p> <p>Phase 3</p> <p>Know: Chinese celebrations & traditions.</p> <p>Phase 4</p> <p>Know: Vocabulary for Cultural traditions.</p>	<p>Phase 1</p> <p>Know: Places around school.</p> <p>Know: Numbers 1-10, 10s 100s.</p> <p>Know: How to form Simple sentences.</p> <p>Phase 2</p> <p>Know: Simple grammatical rules.</p> <p>Know: Chinese celebrations & traditions. Basic radicals.</p> <p>Phase 3</p> <p>Know: Contexts for Purpose & Audience.</p> <p>Know: Radicals support meanings.</p> <p>Phase 4</p> <p>Know: Contexts for Purpose & Audience.</p> <p>Know: Chinese idiom and phrases.</p>	<p>Phase 1</p> <p>Know: Names & family members.Greetings and introductions.</p> <p>Phase 1</p> <p>Know: Simple question types.</p> <p>Know:Conventions of printed text in Mandarin.</p> <p>Phase 3</p> <p>Know: Vocabulary for Sports, Hobbies & Interests.</p> <p>Phase 4</p> <p>Know: Vocabulary for the school community.</p> <p>Know: Contexts for Purpose & Audience.</p>	<p>Phase 1</p> <p>Know: Parts of the body.</p> <p>Know: Numbers 1-10, 10s 100s.Simple characters & strokes.</p> <p>Phase 2</p> <p>Know:Vocabulary for daily routines and home.</p> <p>Know: Numbers in relations to order and money.</p> <p>Phase 3</p> <p>Know: Homophones and homographs are important in Chinese language.</p> <p>Know: Radicals support meanings.</p> <p>Know: Cultural stories, poems & rhymes.</p> <p>Phase 4</p> <p>Know: Vocabulary for the school community.</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 informational writing.</p> <p>Know: Relevant local community systems & organisations.</p> <p>Know: How to use the writing process.</p>	<p>Know: Grammatical rules & patterns</p> <p>Know: How to compose thoughts, ideas and opinions.</p> <p>Know: How to recount personal family histories, journeys or discoveries.</p> <p>Know: How to use the writing process.</p>	<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: 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: How to compose informational writing.</p>