

Date/Event	Wk	Unit of Inquiry	Skills	Sc/Soc/PSPE	Genre	Lang. Stand Alone	Maths Integrated	Number/Maths Stand Alone	Info. Lit
WB 21 Aug	1	How we express Ourselves	Social: Gp. Decision making, adopting a variety of group roles Communication: Viewing Self-Management: Gross & fine motor, Spatial awareness, Organization	PSPE (Interactions) -Combine locomotor and non-locomotor skills in order to improve rhythmic responses through movement to a range of stimuli -Express feelings and moods using imagination and original ideas to create short movement sequences individually, in pairs and small groups -Master a dance containing basic step patterns with partner and/or small groups that reflects cultural diversity -Explore different movements that can be linked to create sequences Use the plan, perform and reflect cycle on movement sequences in order to refine and improve the routine -Interpret and answer movement tasks in their own way, and at their own level, on the floor (and using apparatus) Social Social Organization & Culture -Students can explore and perform dance movements from a variety of cultures and styles -Students can compose sequences using movement from a variety of dance genre	Writing to: Entertain (then ongoing) Purpose: To entertain and provoke and emotional or empathetic response from the audience Language Features/Grammar -Uses noun groups/phrases and adjective groups/phrases in a variety of ways to provide a fuller description of the person, place, thing or idea -Selects specific nouns to add details and interest to a text -Selects specific verbs to add detail and interest to a text, e.g. "moan" compared with "said" -Recognizes and uses different types of punctuation, including full stops, question marks, exclamation marks, speech marks (dialogue) and commas. Begins to understand the purpose and function of colons and semi-colons (ongoing) Contextual Understanding Ongoing -Writes for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing -Distinguishes the different features of genres and their purpose	Listening -Use interaction skills, including listening while others speak, turn-taking, responding with questions/clarifications, using appropriate voice levels, articulation and body language, gestures and eye contact ONGOING - <i>Identifies purposes for listening in a variety of situations, formal and informal, and sets goals related to specific listening tasks (e.g., to clarify suggestions for improvements in a peer writing conference)</i> <i>Identifies a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts</i> Speaking - Demonstrates an understanding of appropriate speaking behaviors in a variety of situations, including paired sharing and group settings ONGOING - <i>Engages effectively in a range of collaborative discussions with diverse partners about topics</i> - <i>Communicates orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence</i> Reading - Reads aloud with appropriate pace, accuracy and expression - Recognizes base words and removes prefixes and suffixes to break them down to read and construct meaning - Uses and chooses appropriate strategies such as self-correcting, pausing, re-reading passages, substituting, or reading on to clarify or correct, to maintain meaning - Identifies various elements of style – including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures – and explains how they help communicate Writing ONGOING - <i>Uses an increased range of strategies to spell unknown words e.g. using visual memory(ongoing)</i> - <i>Uses noun groups/phrases and adjective groups/phrases in a variety of ways to provide a fuller description of the person, place, thing or idea</i> <i>-Recognizes and uses different types of punctuation, including full stops, question marks, exclamation marks, speech marks (dialogue) and commas. Begins to understand the purpose and function of colons and semi-colons</i> - <i>Distinguishes the different features of genres and their purpose</i>	Shape & Space Conceptual Understanding Geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations. -Analyses and describes 2D shapes, including regular and irregular polygons such as triangles, quadrilaterals, circles, pentagons, hexagons and octagons -Understands congruent and tessellating shapes through creating simple tessellations -Draws/makes, describes and analyses 3D shapes including prisms, pyramids, cylinders, cones, sphere -Appropriately uses the terms faces vertices, edges -Turns a 2D net into a 3D shape and vice versa -Uses the terms lines, rays and segments in relation to angles and shapes -Describes the sides of a 2-D shape using terms such as parallel, intersecting, perpendicular, vertical, or horizontal -Describes the faces and edges of a 3-D object using terms such as parallel, intersecting, perpendicular, vertical, or horizontal -Begins to recognize and describe right triangles	Number Conceptual Understandings The base 10 place value system can be extended to represent magnitude. -Reads, writes, compares and orders whole numbers up to millions or beyond -Models numbers to millions -Identifies the value of a number according to its place (in millions, thousands etc.) Uses expanded form to record the value of digits/numbers -Finds the sum and difference of multi-digit whole numbers	Students will choose a dance style and conduct research into the history and culture of the dance. Drivers License issued, appropriate etiquette for emails and Gmail items, identifying reliable web sources, should we use Wikipedia (the references found on the Wikipedia page, learn to use Gmail chat, learned about appropriate spacing, font, and agree on formatting expectations, how to save pictures then insert photos into a google.doc. Learn to open and create a google.doc, as well as learn how to share the document and/limit editing-viewing--learned about how and what to print, color v. black and white, limit pages, printing etiquette in general. NETS 3. Research and Information Fluency 3b. Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media. 3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. NETS 5.Digital citizenship #5a Advocate and practice safe, legal, and responsible use of information and technology #5b Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
WB 2 Oct	7	Who we are			Writing to: Recount (Transdisciplinary connection) Purpose: To recount past experiences or events		Data Handling Conceptual Understanding Different graph forms (scales) highlight different aspects of data more efficiently Range, mode, median and mean can be used to analyze statistical data	Pattern & Function Conceptual Understanding Functions are relationships or rules that uniquely associate members of one set with members of another set By analyzing patterns and identifying rules for patterns it is possible to make predictions	
WB 9 Oct	8	<i>An inquiry into: the nature of the self;beliefs and values</i>							
WB 16 Oct	9								
WB 23 Oct	10	Central Idea: People can become heroes through their choices and actions. Lines of inquiry: The common characteristics of all heroes How heroes behave/what they do How we become heroes The choices heroes make Key Concepts: Responsibility, Form Related Concepts: Character, Values Learner profile: Caring, Principled Attitudes: Empathy, Commitment. Integrity	Social: Cooperation, resolving conflict, Adopting Gp roles Research: formulating questions, presenting research findings Thinking: Evaluation	Social Organization and Culture -Identify similarities and difference between heroes and role models -Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens -Identify qualities that leaders need in order to meet their responsibilities Explain reasons for the importance of leadership and service Continuity & Change through time	Language Features/Grammar -Uses noun groups/phrases and adjective groups/phrases in a variety of ways to provide a fuller description of the person, place, thing or idea - Consistently uses tenses in writing to distinguish present, past or future - Uses linking devices related to time (e.g. after then, meanwhile etc.), contrast (but, however, nevertheless etc.), cause (since, due to, owing to), and effect	Listening -Demonstrates an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details Speaking - Paraphrases portions of a text read aloud or information presented in diverse media and formats Reading - Reads independently for a (age appropriate up to 40 minutes) sustained time -Uses features of texts including table of contents, captions, page numbers, index, charts and diagrams ONGOING	-Creates own survey and uses own method to gather data -Designs a survey and systematically collects, organizes and displays data in multi-scaled appropriate graphs, including circle graphs and/or line (plot) graphs Describes and uses the features of graphs (title, scale, key) -Identifies, reads and interprets the range and scale of graphs including scales that represent more than 1 unit -Identifies, describes and explains the range, mode, median and mean in a set of data	-Creates and extends repeating complex patterns -Recognizes letters, boxes or other symbols to stand for unknown numbers	Students will choose a hero and read a biography and conduct research on that hero. They will write and then present to their classmates. They will also create an action plan and a SMART goal to create change in the local community. NETS 2. #2a Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media #2c Develop cultural understanding and global
WB 30 Oct	11								
WB 6 Nov	12								
WB 13 Nov	13								

				-Identify heroes from different cultures and times (as well as the present day) and analyze the similarities and differences between real and fictional heroes.	(therefore, as a result etc.) See Linking Devices Contextual Understanding Ongoing -Writes for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing --Distinguishes the different features of genres and their purpose.	-Identifies a variety of reading comprehension strategies and uses them appropriately before, during, and after reading to understand texts(ongoing) - Demonstrates understanding of a variety of texts by summarizing important ideas and citing supporting details - Identifies a variety of text features and explains how they help readers understand texts Writing - Selects specific nouns to add details and interest to a text ONGOING - Proofreads, edits, and revises own writing when directed			awareness by engaging with learners of other cultures NETS 3. Research and information fluency 3a. Plan strategies to guide inquiry. #3b Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media #3c Evaluate and select information sources and digital tools based on the appropriateness to specific tasks NETS 4. Critical thinking, problem solving, and decision making #4c Collect and analyze data to identify solutions and/or make informed decisions
WB 20 Nov 22 ERD	14	How the world works <i>An inquiry into: the interaction between the natural world (physical and biological)</i>	Communication: Presenting Thinking skills: Acquisition of knowledge, Analysis, Synthesis Self-Management: Organization	Social Human and Natural Environment -Identify the evidence that the Earth has changed (for example, land formations in local environment Resources & the Environment -Explore and suggest possible and alternative (environmentally conscious) technology that can be used in connection with preparing or responding to natural phenomena. Human Systems & Economic Activity -Explore how humans use a range of technology to prepare and respond to natural phenomena Science Earth & Space -Recognize the factors that cause landform change -Describe how natural phenomena such as wind, and water in various forms, shape the Earth's surface, including the processes of erosion and deposit. -Discuss and analyze the effects of a current issue that highlight sudden environmental change (hurricane, avalanche, tornado, earthquake etc.)	Writing to: Explain Transdisciplinary Connection Purpose: To explain how something works or how something came to be Language features/Grammar - Selects specific nouns to add details and interest to a text - Groups adverbs according to how, when, where and why — Punctuation(ongoing) Contextual Understanding Ongoing -Writes for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing --Distinguishes the different features of genres and their purpose.	Listening – See ONGOING Speaking - Identifies the reasons and evidence a speaker provides to support particular points ONGOING - Reports on a topic or text, tells a story or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly, at an understandable pace - Plans, rehearses and delivers presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ongoing for part of the year) Reading -Makes inferences about texts using stated and implied ideas from the texts as evidence - Uses word parts, and/or context of a sentence, or paragraph or whole text to help determine the precise meaning of a word Writing - Uses a dictionary and thesaurus to broaden vocabulary and enrich their writing - Uses linking devices related to time (e.g. after then, meanwhile etc.), contrast (but, however, nevertheless etc.), cause (since, due to, owing to), and effect (therefore, as a result etc.) See Linking Devices - Selects ideas to include in own text to suit purpose and audience	Measurement Conceptual Understanding -Conversion of units and measurements allows us to make sense of the world we live in -Makes reasonable estimates related to size, weight and time -Reads and draws time to the nearest time interval -Estimates and calculates time -Reads and interprets scales on a range of measuring tools -Identifies the relationships (conversions of) between units and the relative size of units, for example, meters, centimeters and millimeters -Uses decimal and fractional notation in measurement for example 3.2 cm, 1.47kg etc.	Number Conceptual Understanding The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems. -Models multiplication and division using whole numbers -Multiplies two digit by two digit numbers - Divides two digit numbers using remainders in the quotient	Students will collaboratively research natural disasters and the ways in which we use technology to both measure, and address the disasters. In addition, they will design a "new" technology that would help in a disaster. NETS 1. Creativity and innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. a. Apply existing knowledge to generate new ideas, products, or processes b. Create original works as a means of personal or group expression c. Use models and simulations to explore complex systems and issues NETS 2. Communication and collaboration #2b b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats 4. Critical Thinking, Problem Solving and Decision Making a. Identify and define authentic problems and significant questions for investigation. b. Plan and manage activities to develop a solution or complete a project. c. Collect and analyze data to identify solutions and/or make informed decisions. d. Use multiple processes and diverse perspectives to explore alternative solutions.
WB 27 Nov	15								
WB 4 Dec 7 th Winter Perf	16								
WB 11 Dec	17								
WB 18 Dec	18								
WB 25 Dec	19								
WB 1 Jan	20								
WB 8 Jan	21	How the world work continued							
WB 15 Jan	22								
WB 22 Jan 24 th ERD	23	How we organize ourselves <i>An inquiry into: societal decision-making</i>	Thinking Skills: Acquisition of knowledge, Analysis	Social Studies Human Systems & Economic Activity -Examine the rights and responsibilities of the individual in relation to various groups (such as family, peer group, and school class, etc.) -Explain the purpose of government	Continuing writing to explain	Listening - Identifies the point of view presented in oral texts and asks questions about possible bias - Identifies the presentation strategies used in oral texts and analyses their effect on the audience ONGOING -Extends understanding of oral texts by connecting the ideas in them to his/her own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (ongoing for the rest of the year)	Measurement Conceptual Understanding A range of procedures exists to measure different attributes of objects and events -Develops and describe formulas for finding perimeter, area (and volume) -Applies the area and perimeter formulas for rectangles in real world and mathematical problems	Number Conceptual Understanding -The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems. -Multiplies a three digit by two digit numbers	Students will design their own ideal governments after researching and discussing a variety of governmental forms. They will also be part of a Google Classroom or Google Community to respond to questions and create dialogues about government. 1. Creativity and Innovation a. Apply existing knowledge to generate new ideas, products or processes.
WB 29 Jan	24								
WB 5 Feb	25								

		Similarities and differences between government systems (e.g. decisions, structures) Impact of government on citizen's rights and responsibilities Key Concepts: Responsibility, Function, Connection Related Concepts: Rights, Responsibilities, Citizenship Learner profile: Thinkers, Balanced Attitude: Independence, Curiosity		-Distinguish between different government systems		Speaking – See ONGOING Reading -Analyzes texts and explains how various elements in them contribute to meaning <i>- Skims and scans texts for appropriateness of information (ongoing)</i> <i>Identifies the point of view presented in a text, citing supporting evidence from the text, and suggests some possible alternative perspectives (ongoing for part of the year)</i> Writing - Writes for a range of purposes, both creative and informative using different types of structures and styles according to the purpose of the writing ONGOING <i>- Selects specific verbs to add detail and interest to a text, e.g. "moan" compared with "said" (ongoing)</i>	<i>-Uses fast recall of multiplication and division number facts in real-life situations</i>	<i>-Divides a 3-digit dividend by a one digit divisor to find the quotient and remainder</i>	b. Create original works as a means of personal or group expression. NETS 2. #2a Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. #2c Develop cultural understanding and global awareness by engaging with learners of other cultures NETS 3. Research and information fluency 3a. Plan strategies to guide inquiry. #3b Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media #3c Evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. Contribute to project teams to produce original works or solve problems. NETS 4. Critical thinking, problem solving, and decision making a. Identify and define authentic problems and significant questions for investigation. b. Plan and manage activities to develop a solution or complete a project. c. Collect and analyze data to identify solutions and/or make informed decisions. d. Use multiple processes and diverse perspectives to explore alternative solutions.
WB 12 Feb	26								
WB 19 Feb	27								
WB 26 Feb	28	Sharing the planet <i>An inquiry into: rights and responsibilities in the struggle to share finite resources with other people and with other living things</i>	Research skills: Formulating questions, planning, collecting data, organizing data, interpreting data, presenting research findings Thinking: Acquisition of knowledge, Comprehension Self-Management: Organization, Time-management	Science Living things -Visit and record observations of various local forests and discuss differences in vegetation. -Identify different types of forests and the living and natural resources within them. -Compare food webs and chains in forest ecosystems -Define populations of organisms and their ecological roles in similar biomes (food energy pyramid – decomposers, producers, consumers) -Illustrate the interrelatedness and interdependence of living things Social Resources & the Environment -Identify and discuss environmental changes that will impact the diversity of plants and animals in a forest -Evaluate different perspectives on the use of forest resources Develop a personal -Explain why forests are a vital - resource for living things -Analyze the features of responsible and sustainable management of the world's forests	Writing to: Persuade Purpose: To put forward opinions and arguments in order to persuade the reader to agree with a particular point of view. Language features/Grammar - Uses linking devices related to time (e.g. after then, meanwhile etc.), contrast (but, however, nevertheless etc.), cause (since, due to, owing to), and effect (therefore, as a result etc.) <u>See Linking Devices</u> Contextual Understanding Ongoing -Writes for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing --Distinguishes the different features of genres and their purpose.	Listening - Makes inferences using stated and implied ideas in oral texts (e.g., listens "between the lines" to detect bias in an oral text) Speaking - Uses appropriate words and phrases from the full range of their vocabulary including descriptive words and appropriate elements of style to communicate meaning accurately and engage the audience Reading - Expresses opinions about the ideas and information in texts and cite evidence from the text to support their opinions Writing - Plans for and creates a published text that reflects the intended purpose and needs of the audience - Explains why people or ideas are represented in a particular way when composing information texts	Data Handling (Probability) Conceptual Understanding -Probability is based on experimental events in daily life -Probability can be represented on a scale between 0–1 or 0-100%. <i>-Expresses probability using fractions and percentages</i> <i>-Uses probability to determine mathematically fair and unfair games and explains possible outcomes</i>	Number (Fractions) Conceptual Understandings -Fractions and decimals are ways of representing whole-part relationships <i>-Models addition and subtraction of fractions with unrelated or different denominators</i> <i>-Models improper fractions, mixed numbers, and simplifies fractions using manipulatives</i> <i>-Models fractions as decimals to the thousandth or beyond</i> <i>-Models percentages</i> <i>-Calculates addition and subtraction of decimals</i>	Students will continue to use google classroom to reflect on their and their group's learning. They use an iPad to show their learning. NETS 1. Creativity and innovation #1a. Apply existing knowledge to generate new ideas, products, or processes #1b Create original works as a means of personal or group expression NETS 4. Critical thinking, problem solving, and decision making #4b Plan and manage activities to develop a solution or complete a project NETS 6 Technology operations and concepts #6a . Understand and use technology systems #6b Select and use applications effectively and productively #6c Troubleshoot systems and applications #6d Transfer current knowledge to learning of new technologies
WB 5 Mar	29	8th PYP Exhibition							
WB 12 Mar	30	Central Idea: Forests provide resources for all living organisms.							
WB 19 Mar	31	*Minibition Students to develop own CI/Inquiries							
WB 26 Mar	32	Key Concepts: Reflective, Responsibility Related Concepts: Conservation, Activism							
WB 28 th ERD									
WB 2 Apr	33	Learner profile: Caring, Open-Minded							
WB 9 Apr	34	Attitude Caring, Appreciation, Respect							

WB 16 Apr	35								
WB 23 Apr 24 th ERD	36								
WB 30 Apr	37	<p>Where we are in place and time <i>An inquiry into: the discoveries, explorations and migrations of humankind</i></p> <p>Central Idea: Migration can transform communities and create challenges and opportunities</p> <p>Lines of inquiry: The factors that lead to migration The challenges that face the host community The challenges that face immigrants The transformations that a community undergoes</p> <p>Key Concepts: Perspective, Change Related Concepts: Loss, Gain, Exchange of Ideas Learner profile: Open-Minded, Knowledgeable Attitude: Empathy, Tolerance</p>	<p>Communication: Viewing, Presenting Thinking: Application, Dialectical thought</p>	<p>Social Studies Human systems & economic activity -Identify reasons why people migrate -Analyze ways that people adapt when they move from one place to another -Identify the long-term and short-term effects of migration -Describe factors that influence locations of human populations and human migration -Compare and contrast two or more different human migrations Continuity & Change through time -Assess settlement patterns and population distribution in selected regions, areas or countries -Discuss past (and present) events and their impact on migration -Represent people, events and places chronologically</p>	<p>Writing to: Recount (Transdisciplinary Connection) Purpose: To recount past experiences or events Language features/Grammar - Consistently uses plurals in writing - Consistently uses tenses in writing to distinguish present, past or future - Selects specific nouns to add details and interest to a text Contextual Understanding -Explains the purpose and the audience of a range of text forms Ongoing -Writes for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing --Distinguishes the different features of genres and their purpose.</p>	<p>Listening – See ONGOING Speaking - Tells a story or recounts an experience and/or event with important facts and descriptive details, adjusting for emphasis and emotion Reading – See ONGOING Writing - Consistently uses tenses in writing to distinguish present, past or future</p>	<p>Data Handling (Transdisciplinary connection) Refer to earlier outcomes Shape and space -Identifies multiple possible lines of symmetry -Identifies congruency and tessellation with shapes -Draws lines of symmetry on complex figures -Identifies and uses appropriate terms to describe types of symmetry (reflective, rotational, translational) -Identifies and draws points on a coordinate plane -Begins to use representation to visualize and solve problems related to 2D and 3D shape</p>	<p>Fractions and decimals are ways of representing whole-part relationships -Solves problems involving money that require change -Uses decimal notation to add/subtract/divide/multiply money -Uses the four operations to solve real life problems involving money</p>	<p>Students will create a fictional account of a migrant's journey. They will have the option to create their story digitally.</p> <p>NETS 1. Creativity and innovation #1a. Apply existing knowledge to generate new ideas, products, or processes #1b Create original works as a means of personal or group expression NETS 4. Critical thinking, problem solving, and decision making #4b Plan and manage activities to develop a solution or complete a project NETS 6 Technology operations and concepts #6a . Understand and use technology systems #6b Select and use applications effectively and productively #6c Troubleshoot systems and applications #6d Transfer current knowledge to learning of new technologies</p>
WB 7 May	38								
WB 14 May	39								
WB 21 May	40								
WB 28 May	41								
WB 4 Jun	42								
WB 11 Jun	43								