

G5G6 A Year		
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <h1>4. Who we are</h1> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Central idea What makes living beings who/what they(we) are.</p> <p>Learner Profile Attributes reflective, balanced</p> <p>Key concepts Reflection, causation, change</p> <p>Related concepts Diversity, adaptation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Nature vs Nurture (culture) Changes in animal behavior Heredity and changes in genes 	<p>Transdisciplinary strands</p> <p>Science Living things</p> <p>Skills</p> <p>a. Observe carefully in order to gather data c. Use scientific vocabulary to explain their observations and experiences h. Consider scientific models and applications of this models (including their limitations)</p> <p>Social Studies Continuity and change through time</p> <p>Skills</p> <p>a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time. e. Assess the accuracy, validity and possible bias of sources</p> <p>Language Phase 5 Visual language—Viewing & presenting Written language—Reading & Writing</p> <p>PSPE Phase 4 Identity</p> <p>Additional resources <i>Harry Potter and the Sorcerer’s Stone</i> <i>Howl’s Moving Castle</i></p> <p>RAZ Journeys:</p>	<p>Science</p> <ul style="list-style-type: none"> Recognize the role of genetics in determining physical characteristics Analyze & interpret data to provide evidence that plants & animals have traits inherited from parents & that variations of traits exists in groups of similar organisms Demonstrate plants & animals have internal/external structures that function to support reproduction Develop & use a model to describe why asexual reproduction results in offspring with identical genetic information & sexual reproduction results in offspring with genetic variation Recognize how plants & animals have adapted over time Make links between different features of the environment & the specific needs of living things Understand that mutations are random Recognize the importance of the fossil record to inform the concept of evolution Be able to distinguish which features are attributable to nature vs nurture & which can not be distinguished Demonstrate how well various organisms can survive in a given environment <p>Social Studies</p> <ul style="list-style-type: none"> Identify & describe the components of culture Recognize how rituals & traditions contribute to cultural identity Interpret cultural beliefs & values using evidence provided by rituals, tradition & artifacts Reflect on the influence of the arts & technology throughout history in the representation of culture Distinguish between personal beliefs & belief systems Identify the source of beliefs & reflect upon how beliefs affect the individual & society Understand how experience & others’ opinions may influence individuals Construct an argument that plants & animals have internal & external structures that function to support reproduction <p>Language</p> <ul style="list-style-type: none"> Develop & modify ideas & opinions through discussion Realize that cultural influences affect the way we respond to visual effects & explain how this affects our interpretation distinguish between fact & opinion, & reach their own conclusion about what represents valid information Understand that authors use words & literary devices to evoke mental images & to create atmosphere & mood consistently & confidently use a range of resources to find information & support their inquiries Use planning, drafting, editing & reviewing processes independently & with increasing competence argue persuasively & justify a point of view using relevant supporting details <p>PSPE Phase 4</p> <ul style="list-style-type: none"> Identify how aspects of a person’s identity can be expressed through symbols, spirituality, & dress Examine the complexity of their own evolving identities Motivate themselves intrinsically & behave with believe in themselves Reflect on how they cope with change in order to approach & manage situation of adversity

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<p>Transdisciplinary theme</p> <p>6. Where we are in place and time</p> <p>An inquiry into organization in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Central idea The relationship between the universe and human beings.</p> <p>Learner Profile Attributes knowledgeable, thinker</p> <p>Key concepts Form, perspective, reflection</p> <p>Related concepts Continuity, progress, technology</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How the heavens/celestial bodies move Gravity and its effects How we track time 	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Continuity and change through time</p> <p>Skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>e. Assess the accuracy, validity and possible bias of sources</p> <p><u>Science</u> Earth and Space</p> <p>Skills</p> <p>c. Use scientific vocabulary to explain their observations and experiences</p> <p>f. Make and test predictions</p> <p>h. Consider scientific models and applications of this models (including their limitations)</p> <p><u>Language Phase 5</u> Visual language—Viewing & presenting Written language—Reading & Writing</p> <p><u>PSPE Phase 4</u> Interactions</p> <p>Additional resources RAZ Journeys <i>Ender’s Game</i> <i>The Phantom Tollbooth</i></p>	<p><u>Science</u></p> <ul style="list-style-type: none"> Analyze the effects of gravity & orbital motion Explain the scale of the solar system, galaxies, & the universe; Analyze how the the speed of light affects perception & measurement Examine how we know the universe is expanding & the future of the universe <p><u>Social Studies</u></p> <ul style="list-style-type: none"> analyze information about past technological advances & societal systems (Greek mathematical models/ philosophies & their reception) predict societal & technological changes in the future <p><u>Language</u></p> <ul style="list-style-type: none"> Work independently to produce written work that is legible & well-presented either by hand or in digital format Use appropriate paragraphing to organize ideas Demonstrate an increasing understanding of how grammar works Argue persuasively & justify a point of view using relevant supporting details to convey meaning & to create atmosphere & mood Understand & use figurative language Recognize the author’s purpose, for example to inform, entertain, persuade, instruct Use written language as a means of reflecting on their own learning <p><u>PSPE</u></p> <ul style="list-style-type: none"> Analyze how they are connected to the wider community Reflect on their own cultural influences, experiences, traditions & perspectives, & are open to others Discuss ideas & ask questions to clarify meaning Embrace optimism to shape a positive attitude towards themselves & their future Motivate themselves intrinsically & behave with belief in themselves

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<p>Transdisciplinary theme</p> <h1>3.How we express ourselves</h1> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect upon, extend and enjoy our creativity; our appreciation of the aesthetic</p> <p>Central idea Impressions can lead to preconceptions and misconceptions</p> <p>Learner Profile Attributes inquirer, communicator</p> <p>Key concepts Function, reflection, perspective</p> <p>Related concepts Interpretation, communication, subjectivity</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How our bodies work • What we sense and what our brain interprets • Preconceptions/Misconceptions and how we overcome them 	<p>Transdisciplinary strands</p> <p>Science Living things Forces and energy</p> <p>Skills</p> <p>a. Observe carefully in order to gather data c. Use scientific vocabulary to explain their observations and experiences f. Make and test predictions g. Interpret and evaluate data gathered in order to draw conclusions h. Consider scientific models and applications of this models (including their limitations)</p> <p>Social Studies Social organizations and culture</p> <p>Skills</p> <p>a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources</p> <p>Language Phase 5 Visual language—Viewing & presenting Written language—Reading & Writing Oral language—listening & speaking</p> <p>PSPE Phase 4 Identity Active living</p> <p>Additional resources <i>Maya Running</i> <i>Phantom Tollbooth</i> <i>Harry Potter and the Sorcerer’s Stone</i> <i>Howl’s Moving Castle</i> RAZ Journeys Write a Narrative - Artifacts, rituals and traditions in your life</p>	<p>Science</p> <ul style="list-style-type: none"> • Explain the impact of diet in providing the body with sources of potential energy • Identify and describe the functions of the body • Explain the difference between reality and perception (including properties of light and sensory illusions) <p>Social Studies</p> <ul style="list-style-type: none"> • Distinguish between personal beliefs and belief systems • Identify the source of beliefs & reflect upon how beliefs affect the individual and society • Be able to understand how experience and others’ opinions may influence individuals • Generate, develop and modify ideas and opinions through discussion • Distinguish between fact and opinion, and reach their own conclusion about what represents valid information • Reread, edit and revise to improve their own writing, for example, content, language, organization <p>Language</p> <ul style="list-style-type: none"> • appreciate that people speak and respond according to personal and cultural perspectives • Make inferences and be able to justify them- (including inferences and analysis of the author’s purpose) infer/predict, story structure • use appropriate paragraphing to organize ideas • demonstrate an increasing understanding of how grammar works • argue persuasively and justify a point of view using relevant supporting details to convey meaning and to create atmosphere and mood • Understand and use figurative language • Recognize the author’s purpose, for example to inform, entertain, persuade, instruct <p>PSPE Phase 4</p> <ul style="list-style-type: none"> • Recognize how a person’s identity affects self-worth • Analyze how assumptions can lead to misconceptions • Identify causal relationships and understand how they impact on the experience of individuals and groups • Analyze how society can influence our concept of self-worth • Identify how their attitudes, opinions, and beliefs affect the way they act and how those of others also impact their actions • Use emotional awareness and personal skills to relate to and help others • Understand the interdependence of factors that can affect health and well-being • Identify realistic goals and strategies to improve physical fitness

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<p>Learning will include the development of the following knowledge, concepts and skills</p>		<p>Learning outcomes Students will be able to:</p>
<p>Transdisciplinary theme</p> <p>5.How the World Works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Central idea Energy may be converted from one form to another and stored in various ways</p> <p>Learner Profile Attributes risk-taker, knowledgeable</p> <p>Key concepts Form, change, connection</p> <p>Related concepts Transformation, chemical and physical changes</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different forms of energy- Kinetic/Potential (chemical/gravitational/elastic/electric) (Thermodynamic) • The storage and transformation of energy, and their byproducts • Conservation of energy 	<p>Transdisciplinary strands</p> <p>Science Forces and energy</p> <p>Skills</p> <ol style="list-style-type: none"> Observe carefully in order to gather data Use a variety of instruments and tools to measure data accurately Use scientific vocabulary to explain their observations and experiences Identify or generate a question or problem to be explored Plan and carry out systematic investigations, manipulating variables as necessary Make and test predictions Interpret and evaluate data gathered in order to draw conclusions Consider scientific models and applications of this models (including their limitations) <p>Social Studies Continuity and change through time</p> <p>Skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time <p>Language Phase 5 Oral language—listening and speaking Visual language—viewing and presenting</p> <p>PSPE Phase 4 Interactions</p> <p>Additional resources Journeys</p> <p>RAZ</p> <p><i>Ender’s Game</i> <i>The Phantom Tollbooth</i></p>	<p>Science</p> <ul style="list-style-type: none"> • Explore the principle of using gears to provide more work for less energy • Analyze why and how we still use simple machines • Investigate energy transformations and conversions • Support the argument that the gravitational force exerted by Earth on objects is directed down • Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass & speed of an object, and to the elastic forces or electromagnetic forces on an object • Develop a model to describe that when the arrangement of objects interaction at a distance changes, different amounts of potential energy are stored in the system <p>NGSS - 3-LS1, 3; 4-LS1-1; MS-LS3-2</p> <p>Social Studies</p> <ul style="list-style-type: none"> • Investigate which simple machines were developed by past civilizations • Explore scientific and technological developments that help people understand and respond to the changing Earth. <p>Language</p> <ul style="list-style-type: none"> • Apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects • Participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding • Use written language as a means of reflecting on their own learning • Use an increasing vocabulary and more complex sentence structures with a high level of specificity • Paraphrase and summarize when communicating orally • Reflect on communication to monitor and assess their own learning • Use appropriate paragraphing to organize ideas • Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing • Apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects <p>PSPE Phase 4</p> <ul style="list-style-type: none"> • Reflect critically on the effectiveness of the group during and at the end of the process • Reflect on shared and collaborative performance • Apply different strategies when attempting to resolve conflict • Identify how their attitudes, opinions, and beliefs affect the way they act and how those of others also impact their actions • Participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <h2>2. How we organize ourselves</h2> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea Governmental systems and decisions can affect human rights, the environment, and other living organisms.</p> <p>Learner Profile Attributes caring, principled</p> <p>Key concepts Function, responsibility, connection</p> <p>Related concepts Government, ecosystems, habitat</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Types of governance Principles of human rights and social justice Ways in which organisms and environments are interconnected in nature (Including human interaction) (Interdependence) 	<p>Transdisciplinary strands</p> <p>Science Living things</p> <p>Skills</p> <ol style="list-style-type: none"> Observe carefully in order to gather data Use a variety of instruments & tools to measure data accurately Use scientific vocabulary to explain their observations & experiences Identify or generate a question or problem to be explored Plan & carry out systematic investigations, manipulating variables as necessary Make & test predictions Interpret & evaluate data gathered in order to draw conclusions Consider scientific models & applications of this models (including their limitations) <p>Social Studies Human systems & economic activities Resources & the environment</p> <p>Skills</p> <ol style="list-style-type: none"> Formulate & ask questions about the past, the future, places & society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place & time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources <p>Language Phase 5 Oral language—listening and speaking Visual language—viewing and presenting Written language—reading</p> <p>PSPE Phase 4 Active living Interactions</p> <p>Additional resources Journeys RAZ <i>Ahimsa</i> <i>The Giver</i> <i>The Phantom Tollbooth</i></p>	<p>Science</p> <ul style="list-style-type: none"> Recognize that plants and animals go through predictable life cycles Identify the structures of plants and animals that are responsible for reproduction Analyze similarities and differences in the ways that different living things reproduce Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death <p>Social studies</p> <ul style="list-style-type: none"> Explain how human activities can have positive or adverse effects on local and other environments Explain people’s responsibilities to each other, the environment, and other living beings Recognize the elements of major political systems (e.g. monarchy, democracy, dictatorship) Identify and describe means by which citizens can monitor and influence the actions of their governments and vice versa Explore a range of political systems (e.g. local, regional, national, or international) and the impact they have on individuals, groups, and society Explain principles of human rights (distinguish between personal beliefs and belief systems) <p>Language</p> <ul style="list-style-type: none"> Participate appropriately as listener and speaker in discussions, conversations, debates and group presentations Argue persuasively and justify a point of view using relevant supporting details Identify and describe the elements of a story and explain how they contribute to its effectiveness Locate, organize, interpret, evaluate and synthesize information from a variety of sources identifying relevant, reliable and useful information and deciding on appropriate ways to use it Reflect on the perspectives and ideas of others and critically analyze arguments while distinguishing between fact and opinion Use the internet responsibly and knowledgeably, appreciating its uses and limitations Organize ideas in a logical sequence Check punctuation, variety of sentence starters, Reread, edit and revise their own writing <p>PSPE Phase 4</p> <ul style="list-style-type: none"> Identify and discuss the changes that occur during puberty and their impact on well-being Reflect on the perspectives and ideas of others Identify how their attitudes, opinions, and beliefs affect the way they act Work towards consensus, understanding the need to negotiate and compromise

G4G5 A Year		
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <h2>1.Sharing the planet</h2> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution</p> <p>Central idea Conservation of energy requires responsibility.</p> <p>Learner Profile Attributes open-minded, thinker</p> <p>Key concepts Form, change, perspective</p> <p>Related concepts transformation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Types of matter/ types of changes to matter Types of energy/ energy transformations Scarcity and Interconnectedness How to approach problems/questions objectively 	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Resources and the environment</p> <p>Skills</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p> <p><u>Science</u> Forces and energy Matter</p> <p>Skills</p> <p>a. Observe carefully in order to gather data</p> <p>b. Use a variety of instruments and tools to measure data accurately</p> <p>c. Use scientific vocabulary to explain their observations and experiences</p> <p>d. Identify or generate a question or problem to be explored</p> <p>f. Make and test predictions</p> <p>g. Interpret and evaluate data gathered in order to draw conclusions</p> <p>h. Consider scientific models and applications of this models (including their limitations)</p> <p><u>Language Phase</u> Oral language—listening and speaking Visual language—viewing and presenting Written language—reading</p> <p><u>PSPE Phase</u> Identity Interactions</p> <p>Additional resources <i>Frindle</i> Journeys RAZ</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> explain why fresh water is a limited resource identify water issues and relationships between usage and management and differences of opinion <p><u>Science</u></p> <ul style="list-style-type: none"> Understand what it means to be scientifically minded and the scientific method Identify the difference between physical and chemical changes Investigate the ways materials can be changed Identify causes and effects and recognize how effects may be causes for other phenomena. <p><u>NGSS 5.MS-PS1.3</u></p> <ul style="list-style-type: none"> Show their understanding in the following areas <ul style="list-style-type: none"> matter can be subdivided into particles atoms and molecules conservation of matter the states of matter chemical reactions vs. physical reactions definitions of energy <p><u>Language</u></p> <ul style="list-style-type: none"> Verbalize their thinking and explain their reasoning Make predictions with nuanced explanations Monitor/clarify in drafting their compositions Analyze cause and effect in written reasoning Paraphrase and summarize when communicating Distinguish between fact and opinion Use appropriate resources to check spelling and grammar <p><u>PSPE Phase</u></p> <ul style="list-style-type: none"> Recognize personal qualities, strengths, and limitations Discuss ideas and ask questions to clarify meaning Reflect on the perspectives and ideas of others Work towards consensus, understanding the need to negotiate and compromise