

G3 UOI (YEAR LONG)		
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p><b>Transdisciplinary theme</b></p> <p><b>How we express ourselves</b></p> <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><b>Title</b> What are you trying to say?</p> <p><b>Central idea</b> Poems and lyrics facilitate communication through space and time.</p> <p><b>Key concepts</b> Form, connection</p> <p><b>Related concepts</b> Culture, media, pattern</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>● poetry and lyrics</li> <li>● evidence of sound and its patterns in poetry and lyrics</li> <li>● language specific forms of poetry or lyrics</li> </ul>	<p><b>Transdisciplinary strands</b></p> <p><b><u>Social Studies</u></b> Social organization and culture</p> <p><b><u>Skills</u></b> b., c., e.</p> <p><b><u>Science</u></b> Forces and energy</p> <p><b><u>Skills</u></b> a., c., d., e., f., h.</p> <p><b><u>Language Phase 4</u></b> Listening and speaking Viewing and presenting Reading Writing</p> <p><b><u>PSPE Phase 3</u></b> Identity Interactions</p> <p><b><u>Learner Profile</u></b> Communicator Open-minded</p> <p><b><u>Approaches to Learning Skills</u></b> Thinking Skills Social Skills</p>	<p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>● explore a variety of poems and lyrics and interpret their messages</li> <li>● Identify the cultural and historical context in which poetry and lyrics develop</li> <li>● describe the impact of modern communications technology on the dispersal and consumption of poems and lyrics</li> </ul> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>● Explore how sounds are made when objects, materials or air vibrate and learn to measure the volume of sound in decibels with a sound level meter.</li> <li>● Investigate how sound travels through different materials to the ear.</li> <li>● Investigate how some materials are effective in preventing sound from travelling through them.</li> <li>● Investigate the way pitch describes how high or low a sound is and that high and low sounds can be loud or soft.</li> <li>● Explore how pitch can be changed in musical instruments in a range of ways.</li> </ul> <p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>● Realize that grammatical structures can be irregular and begin to use them appropriately and consistently</li> <li>● Understand and use figurative language</li> <li>● Recognize the author's purpose, for example to inform, entertain, persuade, instruct</li> <li>● Appreciate that writers plan and structure their poems and lyrics to achieve particular effects; identifying features that can be replicated when planning their own poems or lyrics</li> <li>● Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing</li> </ul> <p><b><u>PSPE</u></b></p> <ul style="list-style-type: none"> <li>● Analyze how they are connected to the wider community</li> <li>● Reflect on their own cultural influences, experiences, traditions and perspectives, and are open to others</li> <li>● Discuss ideas and ask questions to clarify meaning</li> </ul>

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p><b>Transdisciplinary theme</b></p> <p><b>Sharing the planet</b></p> <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><b>Title</b> Water, water everywhere</p> <p><b>Central idea</b> Water is essential to life, and is a limited resource for many people.</p> <p><b>Key concepts</b> Function, responsibility</p> <p><b>Related concepts</b> Conservation, equity, processes</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>★ Sources of water</li> <li>★ Water in our daily lives</li> <li>★ Responsible use of water</li> </ul>	<p><b>Transdisciplinary strands</b></p> <p><b><u>Social Studies</u></b> Resources and the environment</p> <p><b>Skills</b> a., b., d.</p> <p><b><u>Science</u></b> Materials and matter Living things</p> <p><b>Skills</b> a., b., c., d., f., g.</p> <p><b><u>Language Phase 4</u></b> Viewing and presenting Reading Writing</p> <p><b><u>PSPE Phase 3</u></b> Active living</p> <p><b><u>Learner Profile</u></b> Inquirer Principled</p> <p><b><u>Approaches to Learning Skills</u></b> Communication Skills Research Skills</p>	<p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>● Identify various bodies of water</li> <li>● Describe how water sustains life</li> <li>● Analyze systems of water storage and usage, both natural and human-made</li> <li>● Explain why freshwater is a limited resource</li> <li>● Identify water issues and propose solutions for responsible, equitable water use</li> </ul> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>● Recognize that matter can be solid, liquid, or gas</li> <li>● Investigate how materials change when they are heated or cooled</li> <li>● Recognize that melting is when a solid turns into a liquid and is the reverse of freezing</li> <li>● Recognize that water exists in the atmosphere in different forms (water cycle)</li> <li>● Construct a device for the filtration of water</li> </ul> <p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>● Discuss a newspaper/magazine article and tell how the words and pictures work together to convey a particular message</li> <li>● As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials</li> <li>● Understand when and how to use the internet and multimedia resources for research</li> <li>● Write independently and with confidence, demonstrating a personal voice as a writer</li> <li>● Select vocabulary and supporting details to achieve desired effects</li> <li>● Organize ideas in a logical sequence</li> <li>● Check punctuation, variety of sentence starters, spelling, presentation</li> </ul> <p><b><u>PSPE</u></b></p> <ul style="list-style-type: none"> <li>● Understand that there are substances that can cause harm to health</li> </ul>

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p><b>Transdisciplinary theme</b></p> <p><b>Where we are in place and time</b></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><b>Title</b> ABC - A Biome Collaboration</p> <p><b>Central idea</b> The environment influences where living things settle and how they change to survive</p> <p><b>Key concepts</b> Form, change, causation</p> <p><b>Related concepts</b> Adaptation, Habitat, Location</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>★ How we represent the places where we live</li> <li>★ How different animals adapt to their environment</li> <li>★ How human interaction with environment can affect the balance of systems</li> </ul>	<p><b>Transdisciplinary strands</b></p> <p><b><u>Social Studies</u></b> Human and natural environments</p> <p><b>Skills</b> a., b., c.</p> <p><b><u>Science</u></b> Living things</p> <p><b>Skills</b> a., b., c., g.,</p> <p><b><u>Language Phase 4</u></b> Reading Writing</p> <p><b><u>PSPE Phase 3</u></b> Identity</p> <p><b><u>Learner Profile</u></b> Thinker Knowledgeable</p> <p><b><u>Approaches to Learning Skills</u></b> Thinking Skills Research Skills</p> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>● Identify equipment used to locate plants and animals in their habitats</li> <li>● Recognize the ways in which plants and animals have adapted over time</li> <li>● Use simple identification keys to name plants and animals in their habitats</li> </ul>	<p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>● Locate places in the world on a globe or map</li> <li>● Use location terms and geographic representations to describe where places are in location to each other</li> <li>● Describe various biomes that are home to living things</li> <li>● Investigate the factors that influence where people are located</li> <li>● Describe how human activities alter environments</li> <li>● Describe how environments affect human activities</li> <li>● Use a variety of primary sources to investigate the ways humans respond to natural phenomena and their impact on habitats (for example, relocation of population, strengthening defences, redesigning buildings)</li> </ul> <p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>● Distinguish between fiction and non-fiction and select books appropriate to specific purposes</li> <li>● Use reference books, dictionaries, and computer/web-based applications with increasing independence and accuracy</li> <li>● Identify relevant, reliable and useful information and decide on appropriate ways to use it</li> <li>● Use knowledge of written code patterns to accurately spell high-frequency and familiar words</li> <li>● Work independently to produce written work that is legible and well-presented either by hand or in digital format</li> </ul> <p><b><u>PSPE</u></b></p> <ul style="list-style-type: none"> <li>● Embrace optimism to shape a positive attitude towards themselves and their future</li> <li>● Motivate themselves intrinsically and behave with belief in themselves</li> </ul>

**G3 UOI**

**Learning will include the development of the following knowledge, concepts and skills**

**Learning outcomes  
Students will be able to:**

**Transdisciplinary theme**

**Transdisciplinary strands**

**How we organize ourselves**

**Social Studies**

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.

Human and natural environments  
Resources and the environment

**Skills**  
b., c., e.

**Science**  
Earth and space  
Forces and energy

**Skills**  
a., b., c., d., e., f., g.

**Language Phase 4**  
Listening and speaking  
Viewing and presenting  
Reading

**PSPE Phase 3**  
Identity

**Learner Profile**  
Inquirer  
Knowledgeable

**Approaches to Learning Skills**  
Research Skills  
Communication Skills

**Title**

Diverting disaster

**Central idea**

History helps us understand how events in the past made the things the way they are today.

**Key concepts**

Causation, connection, responsibility

**Related concepts**

The domino effect, dictatorship, globalization, imperialism

**Lines of inquiry**

- ★ how can history help us understand the present and future
- ★ history and culture
- ★ lessons to be learnt from past

**Social Studies**

- Understanding the impact of wars on the citizens and the outcomes faced by generations to come.

**\*Science**

**Social Studies based Unit**

- Understanding of the terms Combatant, Axis, Allies, Treaty of Versailles
- Overview and making a timeline based on the major events took place during world wars

**Language**

- Verbalize their thinking and explain their reasoning
- Design posters and charts, using shapes, colors, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved
- Access information from a variety of texts, both in print and online
- Identify relevant, reliable and useful information and decide on appropriate ways to use it
- Reread, edit and revise to improve their own writing, for example, content, language, organization

**PSPE**

- Reflect on how they cope with change in order to approach and manage situation of adversity

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<p><b>Transdisciplinary theme</b></p> <p><b>Who we are</b></p> <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><b>Title</b></p> <p>Circle of life</p> <p><b>Central idea</b></p> <p>Living things depend on each other and the environment to survive</p> <p><b>Key concepts</b></p> <p>Function, connection</p> <p><b>Related concepts</b></p> <p>Wellness, process, systems</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>★ How living things get energy</li> <li>★ Ways to keep healthy</li> <li>★ Energy relationships between living things</li> </ul>	<p><b>Transdisciplinary strands</b></p> <p><b>Science</b> Living things</p> <p><b>Skills</b> a., b., c., d., e., f., g., h.</p> <p><b>Language Phase 4</b> Listening and speaking Viewing and presenting Reading</p> <p><b>PSPE Phase 3</b> Active living</p> <p><b>Learner Profile</b> Balanced Risk-taker</p> <p><b>Approaches to Learning Skills</b> Communication Skills Self-management Skills</p>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• How human activities disrupt food chains</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Explore human senses and the ways we use them to learn about our world (taste and teeth)</li> <li>• Describe the process of digestion</li> <li>• Recognize how food chains can be used to represent feeding relationships in a habitat and present these in text and diagrams</li> <li>• Define the terms producer, consumer, predator, and prey</li> <li>• Explore and construct food chains in a particular habitat</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Verbalize their thinking and explain their reasoning</li> <li>• Design posters and charts, using shapes, colors, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved</li> <li>• Access information from a variety of texts, both in print and online</li> <li>• Identify relevant, reliable and useful information and decide on appropriate ways to use it</li> </ul> <p><b>PSPE</b></p> <ul style="list-style-type: none"> <li>• Understand that there are some substances that can cause harm to health (nutrition)</li> <li>• Identify ways to live a healthier lifestyle</li> <li>• Plan, perform and reflect on movement sequences in order to improve</li> <li>• Demonstrate greater body control when performing movements</li> </ul>

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**Learning will include the development of the following knowledge, concepts and skills**

**Learning outcomes  
Students will be able to:**

**Transdisciplinary theme**

**How the world works**

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

**Title**

Get charged!

**Central idea**

Understanding the properties of electricity allows people to make practical applications

**Key concepts**

Causation, form, perspective

**Related concepts**

Energy, Transfer, Renewable and non-renewable

**Lines of inquiry**

- ★ Evidence and existence of electricity
- ★ How do we generate electricity
- ★ How do we apply electricity

**Transdisciplinary strands**

**Social Studies**

Resources and the environment

**Skills**

a., b., e.

**Science**

Forces and energy

**Skills**

a., c., f., g., h.

**Language Phase 4**

Reading

Writing

**Learner Profile**

Thinker

**Approaches to Learning Skills**

Communication Skills

Thinking Skills

**Social Studies**

- Identify ways humans generate electricity in the past and present
- Identify ways humans use electricity in daily life
- Explain the relationship between our use of electricity and changes in the environment
- Describe how electricity generation might change in the future

**Science**

- Make observations that electrical current flows
- Model electrical current flows through diagrams
- Identify the components of simple circuits
- Apply their understanding of electrical current flows to construct complete electrical circuits using switch, cell, wire etc
- Explore how an electrical device will not work if there is a break in the circuit.

**Language**

- Know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail
- As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials
- Understand when and how to use the internet and multimedia resources for research
- Write independently and with confidence, demonstrating a personal voice as a writer
- Select vocabulary and supporting details to achieve desired effects
- Organize ideas in a logical sequence
- Check punctuation, variety of sentence starters, spelling, presentation

**PSPE**

- Discuss ideas and ask questions to clarify meaning