

G5 A Year	Unit 1	
<p><b>Learning will include the development of the following knowledge, concepts and skills</b></p>	<p><b>Learning outcomes</b> <b>Students will be able to:</b></p>	
<p><b>Transdisciplinary theme</b></p> <h1>1. 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><b>Central idea</b> - <b>Classification of living things</b></p> <p><b>Learner Profile Attributes</b> <b>reflective, balanced</b></p> <p><b>Key concepts</b> Reflection, causation, change</p> <p><b>Related concepts</b> Diversity, adaptation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Nature vs Nurture (culture)</li> <li>• Changes in animal behavior</li> <li>• Heredity and changes in genes</li> </ul>	<p><b>Transdisciplinary strands</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Living things</li> <li>• Adaptations and inherited characteristics</li> </ul> <p><b>Skills</b></p> <p>a. Observe carefully in order to gather data</p> <p>b. Interpret and evaluate data gathered in order to draw conclusions</p> <p><b>Social Studies</b> Continuity and change through time</p> <p><b>Skills</b></p> <p>a. Use and analyze evidence from a variety of historical, geographical and societal sources</p> <p>b. Assess the accuracy, validity and possible bias of sources</p> <p><b>Language Phase 5</b> Visual language—Viewing &amp; presenting Written language—Reading &amp; Writing</p> <p><b>PSPE Phase 4</b> Identity</p> <p><b>Math Phase 4</b> Pattern and function</p> <p><b>Additional resources</b> <i>Harry Potter and the Sorcerer’s Stone</i> <i>Howl’s Moving Castle</i> <i>Anne of Green Gables</i> RAZ Journeys:</p>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Demonstrate living things have internal/external structures that function to support reproduction</li> <li>• Be able to distinguish which features are attributable to nature vs nurture &amp; which can not be distinguished</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• Interpret cultural beliefs or values using evidence provided by rituals, tradition &amp; artifacts</li> <li>• Understand how experience &amp; others’ opinions may influence individuals</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Develop ideas &amp; opinions through discussion</li> <li>• Confidently use a range of resources to find information or support their inquiries</li> </ul> <p><b>PSPE Phase 5</b></p> <ul style="list-style-type: none"> <li>• Examine the complexity of their own evolving identities</li> <li>• Motivate themselves intrinsically &amp; behave with believe in themselves</li> <li>• Reflect on how they cope with change in order to approach &amp; manage situation of adversity</li> </ul> <p><b>Math Phase 4</b></p> <ul style="list-style-type: none"> <li>• understand that patterns can be represented, analysed and generalized using tables, graphs, words, and, when possible, symbolic rules.</li> </ul>

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<p><b>Transdisciplinary theme</b></p> <p><b>6. 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>Central idea</b> Biodiversity relies on maintaining the independent balance of organisms within systems.</p> <p><b>Learner Profile Attributes knowledgeable, thinker</b></p> <p><b>Key concepts</b> Form, perspective, reflection</p> <p><b>Related concepts</b> Continuity, progress, technology</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Interdependence within ecosystems, biomes and environments</li> <li>• Ways in which organisms are interconnected in nature</li> <li>• How human interaction with the environment can affect the balance of systems</li> </ul>	<p><b>Transdisciplinary strands</b></p> <p><b><u>Social Studies</u></b> Continuity and change through time</p> <p><b>Skills</b> a. Formulate and ask questions about the past, the future, places and society b. Use and analyze evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time</p> <p><b><u>Science</u></b> Classification and habitats</p> <p><b>Skills</b> c. Use a variety of instruments and tools to measure data accurately h. Consider scientific models and applications of this models (including their limitations)</p> <p><b><u>Language Phase 5</u></b> Visual language—Viewing &amp; presenting Written language—Reading &amp; Writing</p> <p><b><u>PSPE Phase 4</u></b> Interactions</p> <p><b><u>Math Phase 4</u></b> Measurement</p> <p><b>Additional resources</b> RAZ Journeys <i>The Hobbit</i> <i>Ender’s Game</i> <i>The Phantom Tollbooth</i></p>	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• Describe the interactions of living things within and between ecosystems</li> <li>• Recognize that solar energy sustains ecosystems through a transformation of energy</li> <li>• Investigate the conservation of energy in ecosystems</li> </ul> <p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>• explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry).</li> <li>• investigate the impact of exploration on people in the past, present and future</li> </ul> <p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>• Work independently to produce written work that is legible &amp; well-presented either by hand or in digital format</li> <li>• Recognize the author’s purpose, for example to inform, entertain, persuade, instruct</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 &amp; their future</li> <li>• Motivate themselves intrinsically &amp; behave with confidence.</li> </ul> <p><b><u>Math Phase 4</u></b></p> <ul style="list-style-type: none"> <li>• timetables and schedules (12-hour and 24-hour clocks) in real-life situations</li> </ul>

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<p><b>Transdisciplinary theme</b></p> <h2>2.How we express ourselves</h2> <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>Central idea</b> <b>Impressions can lead to preconceptions and misconceptions</b></p> <p><b>Learner Profile Attributes</b> <b>inquirer, communicator</b></p> <p><b>Key concepts</b> Function, reflection, perspective</p> <p><b>Related concepts</b> Interpretation, communication, subjectivity</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How our bodies work</li> <li>• What we sense and what our brain interprets</li> <li>• Preconceptions/Misconceptions and how we overcome them</li> </ul>	<p><b>Transdisciplinary strands</b></p> <p><b>Science</b> Living things Organ systems</p> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Make and test predictions</li> <li>Interpret and evaluate data gathered in order to draw conclusions</li> <li>Consider scientific models and applications of this models (including their limitations)</li> </ol> <p><b>Social Studies</b> Social organizations and culture</p> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Formulate and ask questions about the past, the future, places and society</li> <li>Use and analyze evidence from a variety of historical, geographical and societal sources</li> </ol> <p><b>Language Phase 5</b> Visual language—Viewing &amp; presenting Written language—Reading &amp; Writing Oral language—listening &amp; speaking</p> <p><b>PSPE Phase 4</b> Identity Active living</p> <p><b>Math Phase 4</b> Numbers</p> <p><b>Additional resources</b> <i>Coraline</i> <i>Phantom Tollbooth</i> <i>Harry Potter and the Sorcerer’s Stone</i> <i>Howl’s Moving Castle</i> <i>Alice in Wonderland</i> RAZ Journeys Write a Narrative - Artifacts, rituals and traditions in your life</p>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Explain the impact of diet in providing the body with sources of potential energy</li> <li>• Identify and describe the functions of the body</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability).</li> <li>• Be able to understand how experience and others’ opinions may influence individuals</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• use appropriate paragraphing to organize ideas</li> <li>• demonstrate an increasing understanding of how grammar works</li> </ul> <p><b>PSPE Phase 5</b></p> <ul style="list-style-type: none"> <li>• Analyze how assumptions can lead to misconceptions</li> <li>• Use emotional awareness and personal skills to relate to and help others</li> <li>• Identify realistic goals and strategies to improve physical fitness</li> </ul> <p><b>Math Phase 4</b></p> <ul style="list-style-type: none"> <li>• read, write, compare and order percentages</li> <li>• use fractions, decimals and percentages interchangeably in real-life</li> </ul>

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<p><b>Transdisciplinary theme</b></p> <h1>4.How the World Works</h1> <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><b>Central idea</b> Technology impacts on the world of work and leisure.</p> <p><b>Learner Profile Attributes</b> risk-taker, knowledgeable, Inquirer</p> <p><b>Key concepts</b> Responsibility, change, connection</p> <p><b>Related concepts</b> Transformation, communication, ethics</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Technology and inventions of the home, workplace and leisure activities</li> <li>Circumstances that lead to the development of important inventions and their impact</li> <li>How technology supports/impacts sustainability</li> </ul>	<p><b>Transdisciplinary strands</b></p> <p><b>Science</b> Forces and energy</p> <p><b>Skills</b> a. Identify or generate a question or problem to be explored b. Consider scientific models and applications of this models (including their limitations)</p> <p><b>Social Studies</b> Continuity and change through time</p> <p><b>Skills</b> a. Use and analyze evidence from a variety of historical, geographical and societal sources b. Orientate in relation to place and time</p> <p><b>Language Phase 5</b> Oral language—listening and speaking Visual language—viewing and presenting</p> <p><b>PSPE Phase 4</b> Interactions</p> <p><b>Math Phase 4</b> Data handling</p> <p><b>Additional resources</b> Journeys</p> <p>RAZ</p> <p><i>Ender's Game</i> <i>The Phantom Tollbooth</i> <i>Series of Unfortunate Events</i> <i>Anne of Green Gables</i></p>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Analyse the way in which technology supports the functioning of workplaces (for example schools)</li> <li>Suggest areas for future technological advances</li> <li>Investigate technology developments</li> <li>Examine the impact of particular technologies on sustainability</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>explore a variety of signs and symbols and interpret their messages</li> <li>demonstrate how nonverbal communication allows people to transcend language barriers</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects</li> <li>Participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding</li> </ul> <p><b>PSPE Phase 5</b></p> <ul style="list-style-type: none"> <li>Reflect critically on the effectiveness of the group during and at the end of the process</li> <li>Identify how their attitudes, opinions, and beliefs affect the way they act and how those of others also impact their actions</li> <li>Participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding</li> </ul> <p><b>Math Phase 4</b></p> <ul style="list-style-type: none"> <li>understand that different types of graphs have special purposes</li> </ul>

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<p><b>Transdisciplinary theme</b></p> <p><b>3.How we organize ourselves</b></p> <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><b>Central idea</b> <b>Past civilizations shape present day systems and technologies.</b></p> <p><b>Learner Profile Attributes</b> <b>reflective, principled</b></p> <p><b>Key concepts</b> Function, responsibility, connection</p> <p><b>Related concepts</b> Continuity, progress, technology</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Aspects of past civilizations that have survived.</li> <li>Reasons these systems and technologies developed.</li> <li>Why modern societies continue to use adaptations of these systems and technologies.</li> </ul>	<p><b>Transdisciplinary strands</b></p> <p><b>Science</b> Living things</p> <p><b>Skills</b> a. Identify or generate a question or problem to be explored b. Make &amp; test predictions</p> <p><b>Social Studies</b> Human systems &amp; economic activities Resources &amp; the environment</p> <p><b>Skills</b> a. Use and analyze evidence from a variety of historical, geographical and societal sources b. Assess the accuracy, validity and possible bias of sources</p> <p><b>Language Phase 5</b> Oral language—listening and speaking Visual language—viewing and presenting Written language—reading</p> <p><b>PSPE Phase 4</b> Active living Interactions</p> <p><b>Math Phase 4</b> Shape and space</p> <p><b>Additional resources</b> Journeys RAZ <i>Coraline</i> <i>The Hobbit</i> <i>The Phantom Tollbooth</i></p>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Explain how archeology helps in knowing more about ancient history.</li> </ul> <p><b>Social studies</b></p> <ul style="list-style-type: none"> <li>analyse how individuals’ and communities’ needs and/or wants are met</li> <li>evaluate the equity of different economic systems and marketplaces</li> <li>develop criteria for ethical practices regarding products and services</li> <li>explain how supply and demand are affected by population and the availability of resources.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Participate appropriately as listener and speaker in discussions, conversations, debates and group presentations</li> <li>Identify and describe the elements of a story and explain how they contribute to its effectiveness</li> <li>Reread, edit and revise their own writing</li> </ul> <p><b>PSPE Phase 5</b></p> <ul style="list-style-type: none"> <li>Identify and discuss the changes that occur during puberty and their impact on well-being</li> <li>Work towards consensus, understanding the need to negotiate and compromise</li> </ul> <p><b>Math Phase 4</b></p> <ul style="list-style-type: none"> <li>understand that geometric ideas and relationships can be used to solve problems in other areas of mathematics and in real life.</li> </ul>

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<p><b>Transdisciplinary theme</b></p> <h2>5.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><b>Central idea</b> <b>Conservation of energy requires responsibility.</b></p> <p><b>Learner Profile Attributes</b> <b>open-minded, thinker</b></p> <p><b>Key concepts</b> Form, change, perspective, causation</p> <p><b>Related concepts</b> transformation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Types of matter/ types of changes to matter</li> <li>• Types of energy/ energy transformations</li> <li>• Scarcity and Interconnectedness</li> <li>• How to approach problems/questions objectively</li> </ul>	<p><b>Transdisciplinary strands</b></p> <p><b><u>Social Studies</u></b> Resources and the environment</p> <p><b>Skills</b></p> <p>a. Use and analyze evidence from a variety of historical, geographical and societal sources</p> <p>b. Identify roles, rights and responsibilities in society</p> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• The way we see things</li> <li>• Light</li> </ul> <p><b>Skills</b></p> <p>a. Observe carefully in order to gather data</p> <p>c. Use scientific vocabulary to explain their observations and experiences</p> <p>h. Consider scientific models and applications of this models (including their limitations)</p> <p><b><u>Language Phase 5</u></b> Oral language—listening and speaking Visual language—viewing and presenting Written language—reading</p> <p><b><u>PSPE Phase 4</u></b> Identity Interactions</p> <p><b><u>Math Phase 4</u></b></p> <p><b>Additional resources</b> <i>The Hobbit</i> <i>Alice in Wonderland</i> Journeys RAZ</p>	<p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>• reflect on his or her own strategies in dealing with situations of personal conflict.</li> <li>• evaluate effectiveness of real-life conflict management (for example, research and analyze a global conflict situation)</li> </ul> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• Understand what it means to be scientifically minded and the scientific method</li> <li>• Investigate the ways materials can be changed</li> </ul> <p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>• Verbalize their thinking and explain their reasoning</li> <li>• Paraphrase and summarize when communicating</li> <li>• Distinguish between fact and opinion</li> </ul> <p><b><u>PSPE Phase</u></b></p> <ul style="list-style-type: none"> <li>• Discuss ideas and ask questions to clarify meaning</li> <li>• Reflect on the perspectives and ideas of others</li> </ul> <p><b><u>Math Phase 4</u></b></p> <ul style="list-style-type: none"> <li>• Design a survey and systematically collect, record, organize and display the data in a bar graph, circle graph, line graph</li> </ul>