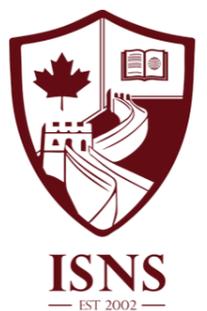




International School of Nanshan Shenzhen
 Homeroom: Unit of Inquiry Summary 2018-2019
 Grade 5



Grade Level	Dates: Aug. 20 th – Oct. 12 th	Dates: Oct. 15 th – Nov. 23 rd	Dates: Nov. 26 th – Dec. 21 st	Dates: Jan. 7 th – March 1 st	Dates: March 4 th – April 12 th	Dates: April 15 th – June 14 th
Transdisciplinary Theme	How We Organize Ourselves	Who We Are	How We Express Ourselves	Sharing the Planet	Where We Are In Place and Time	How the World Works
Unit Title	Governance and Human Rights	Human Body Systems	Artifacts and Ancient Societies	Conflict Resolution	Geographical Features	PYPX
Central Idea	Governance can promote or deny human rights.	Understanding the human body systems may inform our choices.	Through artifacts we discover how ancient societies expressed themselves.	Conflict occurs when different needs, desires and personal ideologies exist in a society.	Geographical features have an influence on living things.	
Lines of Inquiry (3-4)	<ul style="list-style-type: none"> •Elements of governance •Principles and promotion of human rights •How governance impacts people 	<ul style="list-style-type: none"> •The organs and human body systems •The interdependence of the systems •How personal choices and outside influences impact our body 	<ul style="list-style-type: none"> •Different perspectives on artifacts <ul style="list-style-type: none"> •Arts as a form of expression in ancient societies •The connection between ancient societies and modern societies 	<ul style="list-style-type: none"> •Causes of conflict <ul style="list-style-type: none"> •Resolution and management of conflict •The effect of conflict 	<ul style="list-style-type: none"> •Different features of landforms •The adaptation of living things to their surroundings <ul style="list-style-type: none"> •How living things influenced the environment over time 	
Key Concepts (2-3)	Form Responsibility Causation	Function Connection Causation	Perspective Function Connection	Causation Responsibility Connection	Form Change Reflection	
Related Concepts (3-4)	Civil Rights Equality and Equity Freedom Persuasion	Systems Interdependence Biology Anatomy	Archaeology Tradition Culture History	Peace Control Power Behaviour	Geography Survival Evolution Adaptation	
Transdisciplinary Skills (1-2)	Social Skills	Self-Management Skills Research Skills	Communication Skills	Thinking Skills Self-Management Skills	Thinking Skills	
Attitudes (2-3)	Integrity Empathy Tolerance	Commitment Appreciation Respect	Appreciation Creativity Enthusiasm	Commitment Respect	Cooperation Curiosity	
Learner Profile Attributes (2-3)	Principled Reflective	Caring Balanced Reflective	Communicator Open Minded Risk Taker	Thinkers Open Minded	Inquirers Knowledgeable	

<p>Science Scope and Sequence Outcomes</p>	<p>PYP Outcomes: NB Outcomes: Additional Outcomes:</p>	<p>PYP Outcomes: - explain the impact of diet in providing the body with sources of potential energy - explore health and safety issues facing children (for example, spread of diseases, accident, access to health care) - understand the role of vaccinations - explain the need to act responsibly with regards to his or her health and the health of others (for example, colds, head lice).</p> <p>NB Outcomes: - propose questions to investigate how our body functions and the contribution of its components (204-1) - describe how body systems help humans and other animals to grow and reproduce and to meet their basic needs (302-4) - describe the structure and function of the major organs of the digestive system (302-5a) - carry out procedures to investigate how simulated saliva can start the digestion process, by breaking down substances like starch into simple sugars; and record observations using sentences or charts (205-1, 305-7) - describe the structure and function of the major organs of the excretory system (302-5b) - describe the structure and function of the major organs of the respiratory system (302-5c) - describe the structure and function of the major organs of the circulatory system (302-5d) - propose questions about the factors that affect breathing and heartbeat rate and rephrase these questions in a testable form (204-1, 204-2)</p>	<p>PYP Outcomes: NB Outcomes: Additional Outcomes:</p>	<p>PYP Outcomes: NB Outcomes: Additional Outcomes:</p>	<p>PYP Outcomes: - describe the interactions of living things within and between ecosystems - be aware of the role of genetics in determining physical characteristics NB Outcomes: Additional Outcomes:</p>	<p>PYP Outcomes: NB Outcomes: Additional Outcomes:</p>
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		<ul style="list-style-type: none"> - carry out procedures, making certain to control variables, when investigating the factors affecting breathing and heartbeat rate; compile and display data from these investigation ins a graph (205-1, 206-2) - demonstrate and describe the scientific processes used to investigate the factors that affect breathing and heartbeat rate (104-2) - describe the structure and function of the major organs of the nervous system (302-5e) - demonstrate how the skeletal, muscular, and nervous systems work together to produce movement (302-6) - carry out procedures to explore a person’s response time, and identity and suggest explanations for patterns and discrepancies in the data collected (205-1, 206-3) - select and use tools to build models of organs or body systems (205-2) - identify problems and work cooperatively with other students to refine their design of a model of an organ or body system (207-5) - describe nutritional and other requirements for maintaining a healthy body (302-9) - evaluate the usefulness of different information sources in answering questions about health and diet (206-4) <p>Additional Outcomes:</p>				
<p>Social Studies Scope and Sequence Outcomes</p>	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - distinguish between personal beliefs and belief system - reflect upon how beliefs affect the individual and society - analyse how individuals’ and communities’ needs and/or wants are met - explore issues relating to children’s (people’s) rights, roles and responsibilities in 	<p>PYP Outcomes:</p> <p>NB Outcomes:</p> <p>Additional Outcomes:</p>	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - assess which aspects of past civilizations have had the most impact on the present day, using evidence from a variety of sources - identify and describe the components of culture - recognize how rituals and traditions contribute to cultural identity 	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - distinguish between personal beliefs and belief system - identify the source of beliefs - reflect upon how beliefs affect the individual and society - suggest ways in which an individual can overcome adversity - reflect on his or her own misconceptions about people 	<p>PYP Outcomes:</p> <p>NB Outcomes:</p> <ul style="list-style-type: none"> - demonstrate an understanding of how we learn about the past (5.1.1) - explain how environment influenced the development of an ancient society (5.2.1) <p>Additional Outcomes:</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p> <p>Additional Outcomes:</p>

	<p>relation to his or her own and other cultures</p> <ul style="list-style-type: none"> - describe how organizations and individuals meet the needs and wants of children (people) - suggest ways in which an individual can overcome adversity - recognize the elements of a major political system (monarchy, democracy, dictatorship) - examine how the rights of a person in a particular society directly affect their responsibilities - identify and describe means by which citizens can monitor and influence actions of their governments and vice versa - explore a range of political systems (for example, local, regional, national or international) and the impact they have on individuals, groups and society - describe advantages and disadvantages of cultural and individual diversity - reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability) <p>NB Outcomes:</p> <ul style="list-style-type: none"> - demonstrate an understanding of how we learn about the past (5.1.1) - illustrate the similarities and differences of past societies and your society (5.6.1) <p>Additional Outcomes:</p>		<ul style="list-style-type: none"> - interpret cultural beliefs and values using the evidence provided by rituals, traditions and artifacts - reflect on the influence of the arts and technology throughout history in the representation of culture - describe how artifacts, heirlooms and rituals are evidence of cultural identity <p>NB Outcomes:</p> <ul style="list-style-type: none"> - demonstrate an understanding of how we learn about the past (5.1.1) - explain how environment influenced the development of an ancient society (5.2.1) - explain the importance of social structure in a society from the middle ages (5.3.1) - illustrate the similarities and differences of past societies and your society (5.6.1) <p>Additional Outcomes:</p>	<p>(for example, relating to age, race, gender, disability)</p> <ul style="list-style-type: none"> - assess which aspects of past conflicts have had the most impact on the present day, using evidence from a variety of sources - identify the long-term and short term effects of conflict - practice techniques of meditation and negotiation within the class and/or school community - document examples of conflict (local and global) and identify the causes and consequences - evaluate effectiveness of real-life conflict management (for example, research and analyse a global conflict situation) - reflect on his or her own strategies in dealing with situations of personal conflict <p>NB Outcomes:</p> <p>Additional Outcomes:</p>		
<p>Numbers Scope and Sequence Outcomes</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>
<p>Data Handling Scope and Sequence Outcomes</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>	<p>Phase Five Conceptual Understandings:</p> <p>Data can be presented effectively for valid interpretation and communication.</p> <p>Range, mode, median and mean can be used to analyse statistical data.</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>

		<p>Probability can be represented on a scale between 0-1 or 0% - 100%.</p> <p>The probability of an event can be predicted theoretically.</p> <p>PYP Outcomes:</p> <p>Constructing</p> <ul style="list-style-type: none"> - understand that different types of graphs have special purposes (DH4.1) <p>Transferring</p> <ul style="list-style-type: none"> - collect, display and interpret data in circle graphs (pie charts) and line graphs (DH4.5) <p>Applying</p> <ul style="list-style-type: none"> - design a survey and systemically collect, record, organize and display the data in a bar graph, circle graph, line graph (DH4.9) <p>NB Outcomes:</p> <ul style="list-style-type: none"> - create, label and interpret line graphs to draw conclusions (SP1) - Select, justify and use appropriate methods of collecting, including; questionnaires; experiments; databases; electronic media (SP2) - graph collected data and analyze the graph to solve problems (SP3) 				
Measurement Scope and Sequence Outcomes	PYP Outcomes: NB Outcomes:	PYP Outcomes: NB Outcomes:	PYP Outcomes: NB Outcomes:	PYP Outcomes: NB Outcomes:	PYP Outcomes: NB Outcomes:	PYP Outcomes: NB Outcomes:
Patterns and Function Scope and Sequence Outcomes	PYP Outcomes: NB Outcomes:	<p>PYP Outcomes:</p> <p>Constructing</p> <ul style="list-style-type: none"> - understand that patterns can be generalized by a rule (PF4.1) - understand that patterns can be represented, analysed and generalized using tables, graphs, words, and when possible, symbolic rules (PF4.4) <p>Transferring</p> <ul style="list-style-type: none"> - represent the rule of a pattern by using a function (PF4.5) - analyse pattern and function using words, tables and graphs, and when possible, symbolic rules (PF4.6) <p>Applying</p>	PYP Outcomes: NB Outcomes:	PYP Outcomes: NB Outcomes:	PYP Outcomes: NB Outcomes:	PYP Outcomes: NB Outcomes:

		<ul style="list-style-type: none"> - select appropriate methods to analyse patterns and identify rules (PF4.7) - use functions to solve problems (PF4.8) <p>NB Outcomes:</p> <ul style="list-style-type: none"> - demonstrate an understanding of the relationship within tables of values to solve problems (PR1) - Represent and describe patterns and relationships using graphs and tables (PR2) 				
Shape and Space Scope and Sequence Outcomes	PYP Outcomes: NB Outcomes	PYP Outcomes: NB Outcomes:	PYP Outcomes: NB Outcomes:	PYP Outcomes: NB Outcomes:	PYP Outcomes: NB Outcomes:	PYP Outcomes: NB Outcomes:
Language Scope and Sequence Outcomes Listening & Speaking	<p>PYP Outcomes: NB Outcomes:</p> <ul style="list-style-type: none"> - identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people (3.2) 	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - use register, tone, voice level and intonation to enhance meaning (SL5.12) <p>NB Outcomes:</p> <ul style="list-style-type: none"> - engage in, respond to, and evaluate oral presentations (2.4) - consider purpose and the needs and expectations of their audiences (3.3) 	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - appreciate that people speak and respond according to personal and cultural perspectives (SL5.13) <p>NB Outcomes:</p>	<p>Phase Five Conceptual Understanding:</p> <p>Spoken language can be used to persuade and influence people.</p> <p>PYP Outcomes:</p> <ul style="list-style-type: none"> - participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations (SL5.1) - generate, develop and modify ideas and opinions through discussion (SL5.2) - listen and respond appropriately to instructions, questions and explanations (SL5.3) - argue persuasively and justify a point of view (SL5.6) - show open minded attitudes when listening to other points of view (SL5.7) - use register, tone, voice level and intonation to enhance meaning (SL5.12) - use speech responsibly to inform, entertain and influence others (SL5.14) <p>NB Outcomes:</p> <ul style="list-style-type: none"> - engage in, respond to, and evaluate oral presentations (2.4) - consider purpose and the needs and expectations of their audiences (3.3) 	<p>PYP Outcomes: NB Outcomes:</p>	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - use register, tone, voice level and intonation to enhance meaning (SL5.12) <p>NB Outcomes:</p>

<p>Language Scope and Sequence Outcomes</p> <p>Viewing & Presenting</p>	<p>Phase Five Conceptual Understanding: The aim of commercial media is to influence and persuade viewers.</p> <p>PYP Outcomes:</p> <ul style="list-style-type: none"> - identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel (VP5.2) - realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols (VP5.5) - realize that individuals interpret visual information according to their personal experiences and different perspectives (VP5.6) <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>	<p>Phase Five Conceptual Understandings: Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts help us to interpret presentations and create our own visual effects.</p> <p>PYP Outcomes:</p> <ul style="list-style-type: none"> - realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols (VP5.5) <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - reflect on ways in which understanding the intention of a visual message can influence personal response (VP5.14) <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>	<p>Phase Five Conceptual Understanding: Knowing about the techniques used in visual texts help us to interpret presentations and create our own visual effects.</p> <p>PYP Outcomes:</p> <ul style="list-style-type: none"> - identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel (VP5.2) - analyse and interpret the ways in which visual effects are used to establish context (VP5.3) - identify elements and techniques that make advertisements, logos and symbols affective and draw on this knowledge to create their own visual effects (VP5.4) - show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning (VP5.7) - apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects (VP5.8) - navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations (VP5.10) - identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages (VP5.13) <p>NB Outcomes:</p>
<p>Language Scope and Sequence Outcomes</p> <p>Reading</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p> <p>Reading Genre: Informational/Nonfiction</p>	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - locate, organize and synthesize information from a variety of sources including the library/media center, the internet, people in the school, 	<p>Phase Five Conceptual Understanding: Effective stories have a structure, purpose and sequence of events (plot) that</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p> <ul style="list-style-type: none"> - support their opinions about texts and features of types of texts (6.2) - respond critically to texts 	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - appreciate authors' use of language and interpret meaning beyond the literal (R5.6) <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p> <p>Reading Genre:</p>

		<p>family, the immediate community or the global community (R5.17)</p> <p>NB Outcomes:</p> <ul style="list-style-type: none"> - use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, indices, structures of narrative and different types of expository texts, key ideas, margin notes) to locate topics and obtain or verify their understanding of information (4.3) <p>Reading Genre: Informational/Nonfiction</p>	<p>help to make the author’s intention clear.</p> <p>PYP Outcomes:</p> <ul style="list-style-type: none"> - appreciate authors’ use of language and interpret meaning beyond the literal (R5.6) - understand that authors use words and literary devices to evoke mental images (R5.7) - recognize and understand figurative language, for example, similes, metaphors, idioms (R5.8) - identify and describe elements of a story – plot, setting, characters, theme - and explain how they contribute to its effectiveness (R5.10) <p>NB Outcomes:</p> <p>Reading Genre: Myth, Legends & Fantasy</p>	<ul style="list-style-type: none"> • applying strategies to analyze a text • demonstrating growing awareness that all texts reflect a purpose and a point of view • identifying instances where language is being used to manipulate, persuade, or control them • identifying instances of opinion, prejudice, bias and stereotyping (7.3) <p>Reading Genre: Informational (Historical Nonfiction) Speeches, Debates, etc.</p>	<p>Reading Genre: Standalone (Compare/Contrast)</p>	
<p>Language Scope and Sequence Outcomes</p> <p>Writing</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p> <p>Writing Form: Standalone (Recount)</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p> <ul style="list-style-type: none"> - expand appropriate note-making strategies from a growing repertoire (e.g., outlines, charts, diagrams) (8.2) <p>Writing Form: Explanatory Report</p>	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration (W5.14) - identify and describe elements of a story – setting, plot, character, theme (W5.15) <p>NB Outcomes:</p> <p>Writing Form: Narrative/Fantasy</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p> <ul style="list-style-type: none"> - make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing (8.3) - address the demands of a variety of purposes and audiences <ul style="list-style-type: none"> • make choices of form, style, and content for specific audiences and purposes (9.2) <p>Writing Form: Persuasive (Debate)</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p> <p>Writing Form: Descriptive Report</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p> <ul style="list-style-type: none"> - expand appropriate note-making strategies from a growing repertoire (e.g., outlines, charts, diagrams) (8.2) <p>Writing Form:</p>
<p>PSPE Scope and Sequence Outcomes</p>	<p>Identity: Active Living: Interactions:</p>	<p>Identity: Active Living: Phase Four Conceptual Understandings:</p> <p>Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle.</p> <p>There is a connection between exercise, nutrition and physical well-being.</p>	<p>Identity: Outcomes:</p> <ul style="list-style-type: none"> - identify how aspects of a person’s identity can be expressed through symbols spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued (4.6) - accept and appreciate the diversity of cultures, 	<p>Identity: Active Living: Interactions:</p>	<p>Identity: Active Living: Interactions:</p>	<p>Identity: Active Living: Interactions:</p>

		<p>Setting personal goals and developing plans to achieve these goals can enhance performance.</p> <p>Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> - understand the interdependence of factors that can affect health and well-being (4.2) - identify realistic goals and strategies to improve personal fitness (4.3) - recognize the importance of moderation in relation to safe personal behavior (4.7) <p>Interactions:</p> <p>Outcomes:</p> <ul style="list-style-type: none"> - reflect critically on the effectiveness of the group during and at the end of the process (4.1) - build on previous experiences to improve group performance (4.2) - independently use different strategies to resolve conflict (4.3) - work towards a consensus, understanding the need to negotiate and compromise (4.4) - take action to support reparation in relationships and in the environment when hard has been done (4.5) 	<p>experiences and perspectives of others (4.9)</p> <ul style="list-style-type: none"> - identify causal relationships and understand how they impact on the experience of individuals and groups (4.10) <p>Active Living:</p> <p>Interactions:</p> <p>Outcomes:</p> <ul style="list-style-type: none"> - reflect critically on the effectiveness of the group during and at the end of the process (4.1) - build on previous experiences to improve group performance (4.2) - independently use different strategies to resolve conflict (4.3) - work towards a consensus, understanding the need to negotiate and compromise (4.4) - take action to support reparation in relationships and in the environment when hard has been done (4.5) 			
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<p style="text-align: center;">Year Round Language Outcomes</p>	<p style="text-align: center;">Listening and Speaking</p> <ul style="list-style-type: none"> - infer meanings, draw conclusions and make judgements about oral presentations (SL5.4) - use an increasing vocabulary and more complex sentence structures with a high level of specificity (SL5.5) - paraphrase and summarize when communicating orally (SL5.8) - understand and use figurative language such as simile, personification and metaphor (SL5.9) - use oral language to formulate and communicate possibilities and theories (SL5.10) - use standard grammatical structures competently in appropriate situations (SL5.11) <ul style="list-style-type: none"> - appreciate that people speak and respond according to personal and cultural perspectives (SL5.13) - reflect on communication to monitor and assess their own learning (SL5.15) <p style="text-align: center;">New Brunswick Outcomes</p> <ul style="list-style-type: none"> - contribute thoughts, ideas and experiences to discussion, and ask questions to clarify their ideas and those of their peers (1.1) - ask and respond to questions to seek clarification or explanation of ideas and concepts (1.2) <ul style="list-style-type: none"> - contribute to and respond constructively in conversation, small-group, and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners (2.1) - use word choice and expression appropriate to the speaking occasion (2.2) - give and follow precise instructions and respond to questions and discussions (2.3) - demonstrate an awareness of the needs, right, and feelings of others by listening attentively and speaking in a manner appropriate to the situation (3.1) 	<p style="text-align: center;">Viewing and Presenting</p> <ul style="list-style-type: none"> - view and critically analyse a range of visual texts, communicating understanding through oral, written and visual media (VP5.1) - examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit (VP5.9) - use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion (VP5.11) - analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism (VP5.12) 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> - read a wide range of text confidently, independently and with understanding (R5.1) - work in cooperative groups to locate and select texts appropriate to purpose and audience (R5.2) - participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author (R5.3) <ul style="list-style-type: none"> - identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres (R5.4) <ul style="list-style-type: none"> - appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing (R5.5) - make inferences and be able to justify them (R5.9) - compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact (R5.11) - distinguish between fact and opinion, and reach their own conclusions about what represents valid information (R5.12) <ul style="list-style-type: none"> - use a range of strategies to solve comprehension problems and deepen their understanding of a text (5.13) - consistently and confidently use a range of resources to find information and support their inquiries (R5.14) <ul style="list-style-type: none"> - participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding (R5.15) <ul style="list-style-type: none"> - use the internet responsibly and knowledgeably, appreciating its uses and limitations (R5.16) <p style="text-align: center;">New Brunswick Outcomes</p> <ul style="list-style-type: none"> - select, independently, texts appropriate to their interests and learning needs (4.1) - read widely and experience a variety of children’s literature with an emphasis in genre and authors (4.2) - use and integrate the pragmatic, semantic, syntactic and graphophonic cueing systems (including context clues, word order, structural analysis to identify roots, prefixes, and suffixes) and a variety of strategies to 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> - write independently and with confidence, showing the development of their own voice and style (W5.1) - write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive (W5.2) - adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader (W5.3) - use appropriate paragraphing to organize ideas (W5.4) <ul style="list-style-type: none"> - use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood (W5.5) <ul style="list-style-type: none"> - use planning, drafting, editing and reviewing processes independently and with increasing competence (W5.6) - critique the writing of peers sensitively; offer constructive suggestions (W5.7) - vary sentence structure and length (W5.8) - demonstrate an increasing understanding of how grammar works (W5.9) - use standard spelling for most words and use appropriate resources to check spelling (W5.10) <ul style="list-style-type: none"> - use dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing (W5.11) <ul style="list-style-type: none"> - choose to publish written work in handwritten form or in digital format independently (W5.12) - use written language as a means of reflecting on their own learning (W5.13) - locate, organize, synthesize and present written information obtained from a variety of valid sources (W5.16) - use a range of tools and techniques to produce written work that is attractively and effectively presented (W5.17) <p style="text-align: center;">New Brunswick Outcomes</p> <ul style="list-style-type: none"> - use a range of strategies in writing and other ways of representing to <ul style="list-style-type: none"> • frame questions and answers to those questions • generate topics of personal interest and importance • record, develop, and reflect on ideas, attitudes, and opinions • compare their own thoughts and beliefs to those of others
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				<p>construct meaning; use dictionary to determine word meaning in context (4.4)</p> <ul style="list-style-type: none"> - describe and discuss their own processes and strategies in reading and viewing (4.5) - answer with decreasing assistance, their own questions and those of others by selecting relevant information from a variety of texts <ul style="list-style-type: none"> • respond to personal, group, and instructional needs for information through accessing a variety of texts • demonstrate an understanding of how classification systems and basic reference materials are used to facilitate research • use a range of reference texts and a database or an electronic search to aid in the selection of texts • increase their abilities to access and assess information in response to their own and others questions (5.1) <ul style="list-style-type: none"> - describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects (6.1) - use their background knowledge to question and analyze information presented in print and visual texts (7.1) - recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view (7.2) 	<ul style="list-style-type: none"> • describe feelings, reactions, values, and attitudes • record and reflect on experiences and their responses to them • formulate and monitor goals for learning • practice and extend strategies for monitoring learning (8.1) <ul style="list-style-type: none"> - create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic), and in an increasing variety of forms (9.1) - invite responses to early drafts of their writing/media productions • use audience reaction to help shape subsequent drafts • reflect on their final drafts from reader's/viewer's/listener's points of view (9.3) - use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies (10.1) - use technology with increasing proficiency to create, revise, edit and publish texts (10.3) - demonstrate a commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement (10.4) - demonstrate an increasing understanding of the conventions of written language in final products • use basic spelling rules and show an understanding of irregularities • use appropriate syntax in final products • use references while editing (dictionaries, classroom charts, checklists, thesauri, other writers) (10.2) - select, organize, and combine relevant information from three or more sources to construct and communicate meaning (10.5)
Year Round Math Outcomes	<p style="text-align: center;">Numbers Constructing</p> <ul style="list-style-type: none"> - model numbers to millions and beyond (N4.1) - model ratios (N4.2) - model integers in appropriate contexts (N4.3) - model exponents and square roots (N4.4) 	<p style="text-align: center;">Data Analysis Constructing</p> <ul style="list-style-type: none"> - understand that probability can be expressed in scale (0-1) or per cent (0% - 100%) (DH4.3) - understand the difference between experimental and theoretical probability (DH4.4) <p style="text-align: center;">Transferring</p>	<p style="text-align: center;">Measurement Constructing</p> <ul style="list-style-type: none"> - understand that procedures for finding area, perimeter and volume (M4.1) - understand the relationships between area and perimeter, between area and volume, and 	<p style="text-align: center;">Patterns and Function Constructing</p> <ul style="list-style-type: none"> - understand that patterns can be generalized by a rule (PF4.1) - understand that patterns can be represented, analysed and generalized using tables, graphs, words, and when possible, symbolic rules (PF4.4) 	<p style="text-align: center;">Shape and Space Constructing</p> <ul style="list-style-type: none"> - understand the common language used to describe shapes (SS4.1) - understand the properties of regular and irregular polyhedral (SS4.2)

	<ul style="list-style-type: none"> - model improper fractions and mixed numbers (N4.5) - simplify fractions using manipulatives (N4.6) - model decimal fractions to thousandths and beyond (N4.7) <ul style="list-style-type: none"> - model percentages (N4.8) - understand the relationship between fractions, decimals and percentages (N4.9) <ul style="list-style-type: none"> - model addition, subtraction, multiplication and division of fractions (N4.10) - model addition, subtraction, multiplication and division of decimals (N4.11) Transferring <ul style="list-style-type: none"> - read, write, compare and order whole numbers up to millions or beyond (N4.12) - read and write ratios (N4.13) - read and write integers in appropriate contexts (N4.14) - read and write exponents and square roots (N4.15) - convert improper fractions to mixed numbers and vice versa (N4.16) - simplify fractions in mental and written form (N4.17) - read, write, compare and order decimal fractions to thousandths or beyond (N4.18) <ul style="list-style-type: none"> - read, write, compare and order percentages (N4.19) - convert between fractions, decimals and percentages (N4.20) Applying <ul style="list-style-type: none"> - use whole numbers up to millions or beyond in real-life situations (N4.21) - use ratios in real-life situations (N4.22) - use integers in real-life situations (N4.23) <ul style="list-style-type: none"> - convert improper fractions to mixed numbers and vice versa in real-life situations (N4.24) - simplify fractions in computation answers (N4.25) - use fractions, decimals and percentages interchangeably in real-life situations (N4.26) - select and use an appropriate sequence of operations to solve word problems (N4.27) <ul style="list-style-type: none"> - select an efficient method for solving a problem: mental estimation, mental computation, written algorithms, by using a calculator (N4.28) - use strategies to evaluate the reasonableness of answers (N4.29) 	<ul style="list-style-type: none"> - express probabilities using scale (0-1) or per cent (0% - 100%) (DH4.8) Applying <ul style="list-style-type: none"> - determine the theoretical probability of an event and explain why it might differ from experimental probability (DH4.12) New Brunswick Outcomes: <ul style="list-style-type: none"> - Demonstrate an understanding of probability by: identifying all possible outcomes of a probability experiment; differentiating between experimental and theoretical probability; determining the theoretical probability of outcomes in a probability experiment; determining the experimental probability of outcomes in a probability experiment; comparing experimental results with the theoretical probability for an experiment. (SP4) 	<ul style="list-style-type: none"> - between volume and capacity (M4.2) Transferring <ul style="list-style-type: none"> - develop and describe formulas for finding perimeter, area and volume (M4.4) - use decimal and fraction notation in measurement, for example, 3.2cm, 1.47kg, 1 ½ miles (M4.5) - read and interpret scales on a range of measuring instruments (M4.6) - measure and construct angles in degrees using a protractor (M4.7) Applying <ul style="list-style-type: none"> - select and use appropriate units of measurement and tools to solve problems in real-life situations (M4.9) - determine and justify the level of accuracy required to solve real-life problems involving measurement (M4.10) <ul style="list-style-type: none"> - use decimal and fractional notation in measurement, for example, 3.2cm, 1.47kg, 1 ½ miles (M4.11) New Brunswick Outcomes <ul style="list-style-type: none"> - demonstrate an understanding of angles by: identifying examples of angles in the environment; classifying angles according to their measure; estimating the measure of angles using 45, 90, and 180 as reference angles; determining angle measures in degrees; drawing and labelling angles when the measure is specified (SS1) - demonstrate that the sum of interior angles is: 180 in a triangle; 360 in a quadrilateral (SS2) - demonstrate and apply a formula for determining the: perimeter of polygons; area of rectangles; volume of right rectangular prisms (SS3) 	<ul style="list-style-type: none"> Transferring <ul style="list-style-type: none"> - represent the rule of a pattern by using a function (PF4.5) - analyse pattern and function using words, tables and graphs, and when possible, symbolic rules (PF4.6) Applying <ul style="list-style-type: none"> - select appropriate methods to analyse patterns and identify rules (PF4.7) - use functions to solve problems (PF4.8) New Brunswick Outcomes: <ul style="list-style-type: none"> - Represent generalizations arising from number relationships using equations with letter variables (PR3) - Demonstrate and explain the meaning of preservation of equality concretely, pictorially and symbolically (PR4) 	<ul style="list-style-type: none"> - understand how scale (ratios) is used to enlarge and reduce shapes (SS4.4) <ul style="list-style-type: none"> - understand systems for describing position and direction (SS4.5) <ul style="list-style-type: none"> - understand that 2D representations of 3D objects can be used to visualize and solve problems (SS4.6) - understand that geometric ideas and relationships can be used to solve problems in other areas of mathematics in real life (SS4.7) Transferring <ul style="list-style-type: none"> - analyse, describe, classify and visualize 2D (including circles, triangles and quadrilaterals) and 3D shapes, using geometric vocabulary (SS4.8) - describe lines and angles using geometric vocabulary (SS4.9) - identify and use scale (ratios) to enlarge and reduce shapes (SS4.10) - identify and use the language and notation of bearing to describe direction and position (SS4.11) - explore the use of geometric ideas and relationships to solve problems in other areas of mathematics (SS4.13) Applying <ul style="list-style-type: none"> - use geometric vocabulary when describing shape and space in mathematical situations and beyond (SS4.14) - use scale (ratios) to enlarge and reduce shapes (SS4.15) - apply the language and notation of bearing to describe direction and position (SS4.16) New Brunswick Outcomes <ul style="list-style-type: none"> - Construct and compare triangles, including: scalene; isosceles; equilateral; right; obtuse; and acute in different orientations (SS4) - describe and compare the sides and angles of regular and irregular polygons (SS5)
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	<ul style="list-style-type: none"> - use mental and written strategies for adding, subtracting, multiplying and dividing fractions and decimals in real-life situations (N4.30) - estimate and make approximations in real-life situations involving fractions, decimals and percentages (N4.31) <p style="text-align: center;">New Brunswick Outcomes</p> <ul style="list-style-type: none"> - demonstrate an understanding of place value for numbers; (N1) <ul style="list-style-type: none"> • Greater than one million • Less than one thousandth - solve problems involving large numbers, using technology (N2) - demonstrate an understanding of factors and multiples by; <ul style="list-style-type: none"> • Determining multiples and factors of numbers less than 100 • Identifying prime and composite numbers • Solving problems involving multiples (N3) - relate improper fractions to mixed numbers (N4) - demonstrate an understanding of ratio, concretely, pictorially and symbolically (N5) <ul style="list-style-type: none"> - demonstrate an understanding of percent, (limited to whole numbers) concretely, pictorially and symbolically (N6) - demonstrate an understanding of integers, concretely, pictorially and symbolically (N7) - demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors) (N8) - explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers) (N9) 				<ul style="list-style-type: none"> - Perform a combination of translations(s), rotations(s) and/or reflections(s) on a single 2D shape, with and without technology, and draw and describe the image (SS6) - perform a combination of successive transformations of 2D shapes to create a design, and identify and describe the transformations (SS7) - Identify and plot points in the first quadrant of a Cartesian plane using whole number ordered pairs (SS8) - perform and describe single transformations of a 2D shape in the first quadrant of a Cartesian plane (limited to whole number vertices) (SS9)
Year Round Skills	Science	<ul 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 application of these models (including their limitations) 			
	Social Studies	<ul 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 Identify roles, rights and responsibilities in society 			

	PYP Transdisciplinary Skills	Social Skills Accepting responsibility Respecting others Cooperating Resolving conflict Group decision-making Adopting a variety of group roles	Communication Skills Listening Speaking Reading Viewing Presenting Non-verbal communication	Research Skills Formulating questions Observing Planning Collecting data Recording data Organizing data Interpreting data Presenting research findings	Thinking Skills Acquisition of knowledge Comprehension Application Analysis Synthesis Evaluation Dialectical thought Metacognition	Self-Management Skills Gross motor skills Fine motor skills Spatial awareness Organization Time management Safety Healthy lifestyle Codes of behavior Informed choices
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