International School of Nanshan Shenzhen - Grade 5 Unit of Inquiry Summary 2020-2021

Grade Level	Dates: Aug - Oct	Dates: Oct - Nov	Dates: Nov - Jan	Dates: Feb - March	Dates: March - April	Dates: May - June
Transdisciplinary Theme	**Sharing the Planet** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	**How We Organize Ourselves** 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.	**Who We Are** 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.	**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.	**Where We Are In Place and Time** An inquiry into orientation 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.	**How We Express Ourselves** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Unit Title	**Conflict**	**Governance**	**Adolescence**	**Simple Machines**	**Ancient Civilizations**	**PYPX**
Central Idea	The way people **communicate** may help overcome **conflicts** and lead to **change**.	**Governing bodies** influence the lives of their **citizens.**	Young people **experience** many **changes** before **adulthood.**	**Energy** may be **converted**, **transformed** and used to support human **progress.**	The **development** of human **society** stems from the **contributions** of **civilizations.**	Central Idea will be determined with the students and teachers
Lines of Inquiry	An Inquiry into: Causes of conflict Resolution and management of conflict The outcome of conflict	An inquiry into: Forms of government The roles & responsibilities of the government Responsibility of citizens societal decision-making	An inquiry into: The function of human body systems Natural changes during puberty Choices that impact our well-being (mental, physical, spiritual health as well)	Different forms of energy The connection between simple machines & energy The process involved in creating inventions	An inquiry into: Archaeological discoveries and timelines Ancient civilizations The legacy of ancient societies	Lines of inquiry will be developed by students and teachers
Key Concepts	Causation Perspective Change	Form Responsibility Perspective	Function Change Responsibility	Function Connection Causation	Form Connection Change	Key Concepts will be selected by students
Related Concepts	Beliefs Consequences Viewpoint Peace/equity	Rights Process Persuasion Power Citizenship	Biology Anatomy Wellbeing Organs Nutrition	Potential Kinetic Force Friction Transformation	Discovery Archaeology Culture Beliefs Stories Inventions	Related Concepts will be selected by students

Approaches to Learning (Domain and Sub- Skills)	THINKING SKILLS Pg. 32, Learning and Teaching Sub-Skills:	SOCIAL SKILLS Pg. 36, Learning and Teaching Sub-Skills:	RESEARCH SKILLS Pg. 34, Learning and Teaching Sub-Skills:	THINKING SKILLS Pg. 32, Learning and Teaching Sub-Skills:	Organizing Data (Research) THINKING SKILLS Pg. 32, Learning and Teaching Sub-Skills:	Students will self-select and reflect on their ATL's throughout the process of the exhibition.
	1.Critical Thinking *ANALYSING* -Observe carefully in order to recognize problems *EVALUATING* -Recognize unstated assumptions and biases. -Consider ideas from multiple perspectives. *FORMING DECISIONS* - Develop contrary or opposing arguments - Propose and evaluate a variety of solutions **SOCIAL SKILLS** **Pg. 36, Learning and Teaching Sub-Skills:** **1.Interpersonal Relationships** *INTERPERSONAL RELATIONSHIPS* -Recognize unstated assumptions and biases. -Consider ideas from multiple perspectives. -Practise empathy and care for others. *SOCIAL & EMOTIONAL INTELLIGENCE* - Be aware of own and others' emotions. - Manage anger and resolve conflict. - Be self and socially aware.	**1. Interpersonal Relationships** *INTERPERSONAL RELATIONSHIPS* - Listen closely to others' perspectives and to instructions. - Learn cooperatively in a group: being courteous, sharing and taking turns. -Build consensus and negotiate effectively **2. Social and emotional intelligence** *SOCIAL & EMOTIONAL INTELLIGENCE* - Manage anger & resolve Conflict **COMMUNICATION** **1. Exchanging Information** *SPEAKING* - Speak and express ideas clearly and logically in small and large groups. - State opinions clearly, logically and respectfully - Discuss and negotiate ideas and knowledge with peers and teachers.	**1. Informational Literacy** *FORMULATING & PLANNING* - Ask or design relevant questions of interest that can be researched - Outline a plan for finding necessary information. - Evaluate and select appropriate information sources and/or digital tools based on the task *DATA GATHERING & RECORDING* - Gather information from a variety of primary and secondary sources. - Record observations by drawing, note taking, charting, tallying, writing statements, annotating images **SOCIAL SKILLS** **Pg. 37, Learning and Teaching Sub-Skills:** **2. States of Mind** *MINDFULNESS* - Be aware of body–mind connections. *EMOTIONAL MANAGEMENT* - Take responsibility for one's own actions. *SELF MOTIVATION* - Practice positive thinking and language that reinforces self-motivation *RESILIENCE* - Work through adversity - Work through change	**1. Critical Thinking** *ANALYSING* - Observe *carefully* in order to recognize problems. *EVALUATING* - Synthesize new understandings by finding unique characteristics; seeing relationships and connections. - Test generalizations and conclusions - Identify obstacles and challenges *FORMING DECISIONS* - Propose and evaluate a variety of solutions -Revise understandings based on new information and evidence -Draw conclusions and generalizations **2. Creative Thinking** *GENERATING NOVEL IDEAS* - Make unexpected or unusual connections between objects and/or ideas - Design improvements to existing products, processes, media and technologies *CONSIDERING NEW PERSPECTIVES* - Ask "what if" questions and generate testable hypotheses - Apply existing knowledge to design new products processes, media and technologies - Consider multiple alternatives, including those that might be unlikely or impossible	**1. Critical Thinking** *ANALYSING* - Take knowledge or ideas apart by separating them into component parts *EVALUATING* - Consider ideas from multiple perspectives. -Synthesize new understandings by finding unique characteristics; seeing relationships and connections *FORMING DECISIONS* - Revise understandings based on new information and evidence - Draw conclusions and generalizations. **RESEARCH SKILLS** **Pg. 34, Learning and Teaching Sub-Skills:** **1. Information Literacy** - Gather information from a variety of primary and secondary sources - Record observations by drawing, note taking, charting, tallying, writing statements, annotating images	
Year Long Approaches to Learning	THINKING SKILLS Pg. 32-34, Learning and Teaching Sub-Skills: **1. Critical Thinking** *ANALYSE*					

-Consider meaning of materials

EVALUATING
- Identify obstacles and challenges

2.Creative Thinking
GENERATING NOVEL IDEAS
-Use discussions and diagrams to generate new ideas and inquiries
-Practise "visible thinking" strategies and techniques
-Make unexpected or unusual connections between objects and/or ideas

CONSIDERING NEW PERSPECTIVES
-Ask "what if" questions and generate testable hypotheses
-Practise "visible thinking" strategies and techniques

3.Information Transfer
- Use memory techniques to develop long-term memory
-Inquire in different contexts to gain different perspectives
-Make connections between units of inquiry and between subjects
-Transfer conceptual understandings across transdisciplinary themes and subjects

4.Reflection and Metacognition
-Using thinking skills to reflect on the process of learning
-Identify strengths and areas for improvement
-Consider new skills, techniques and strategies for effective learning
-Record thinking and reflection processes
-Reflect on their learning by asking questions such as:
- What did I learn today?
- What don't I yet understand?
- What questions do I have now?
- What can I already do?
- What will I work on next?

COMMUNICATION SKILLS:
Pg. 35, Learning and Teaching
Sub-Skills:
2.Literacy
READING
-Read a variety of sources for information and for pleasure
-Read critically and for comprehension
-Make inferences and draw conclusions

WRITING
-Use appropriate forms of writing for different purposes and audiences
-Use a variety of scaffolding for writing tasks
-Organize information logically

SOCIAL SKILLS
Pg. 36, Learning and Teaching
Sub-Skills:
2.Social and Emotional Intelligence
-Be aware of own and other's emotions
-Manage anger and resolve conflict
-Be self and socially aware

	-Be aware of own and other's impact as a member of a learning group					
Learner Profile Attributes	Caring Open-minded	Principled Risk-taker	Balanced Reflective	Thinker Communicator	Inquirer Knowledgeable	Students will reflect on the Learner Profile Attributes throughout the process
Action	Social Justice **Pg.31, The Learner** -Exploring issues of fairness from different perspectives -Challenging assumptions and generalizations -Reflecting on experiences involving positive social change -Reflecting on the ethical consequences of potential decisions and actions	Advocacy **Pg.31, The Learner** -Initiating, or being part of, a campaign for positive change -Supporting peers in the learning community -Presenting reasoned arguments on behalf of others	Lifestyle Choices **Pg.31, The Learner** -Making positive lifestyle changes in response to learning -Considering and acting on factors that contribute to personal, social and physical health and well-being -Taking responsibility for interactions and relationships with others -Engaging in responsible and sustainable consumption (for example, making informed decisions surrounding food, energy, water, materials usage)	Social Entrepreneurship **Pg.31, The Learner** -Supporting positive social change through responding to the needs of local, national and global communities -Identify and address challenges in innovative, resourceful and sustainable ways	Participation **Pg.30, The Learner** -Contributing to discussions and learning experiences -Making appropriate choices and taking responsibility for personal learning and actions -Working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action	Students will determine action
Subject Integration	Art Mandarin	Music Math	PSPE Mandarin Math	Possible Art integration Math	PSPE? (possible track & field/olympics) Math	Art Music Mandarin
Math Integration	N/A	**Data Handling** (Line graphs, purposes of different graphs, creating own graphs)	**Data Handling** (Forms of graphs, interpreting graphs to form conclusions)	**Shape and Space** (connect on concepts) ****consider switching shape and space with measurement team to decide. (will confirm in August).**	**Measurement** (Connect with the concept 'Form') *****measurement shorter timeline**	N/A
Math Stand Alone	**Patterns** Aug 28th - Sept 20th	**NUMBERS** -place value/ problem solving -Order of operations -factors, multiples, prime & composite numbers -Integers **(Sept. 23rd- Dec. 20th)**		**NUMBERS** -fractions, decimals, percent -x & ÷ of decimals **(Jan. 6th- Mar. 27th)**		**Data (Probability)** **(June 1st- 17th)**
Writing	Introduction to Writer's Workshop	Persuasive (Debate)	Informational	Descriptive/Other Info. Texts (academic vocab + descriptive words – heavy emphasis on organization and details)	Fantasy	PYPX
Reading	Narrative	Social Issues Books Club	Informational Text Structure vs. Realistic Fiction	Other Informational Texts (brochures, etc.)	Fantasy	PYPX
Mandarin	Conflict/Persuasive Writing	Realistic Fiction/Narrative Writing	Procedural Writing/Informational writing about the human body	Figurative Language/Chinese Poetry	Chinese traditional myths, folk tales/Fantasy	Help support PYPX
Technology Skills	Investigating Creating	Investigating Creating	Investigating- Google Expeditions, VR Creating	Investigating-Research skills Creating	Investigating Creating- ComicLife, Choose Your Own Adventure Stories	Investigating Creating

Communicating Collaborating Organizing- One Drive, Email, Chrome, Mac set-up Becoming responsible digital citizens (standalone) AUP Internet Safety- needs to be a series of classes with co-teacher Students begin the year with either Co-spaces or Minecraft Edu, to be used many times throughout the year for learning. In this unit, students will illustrate what they've learned about conflict resolution.	Communicating- Using Microsoft Word, using FlipGrid for debates Collaborating Organizing- continue lessons on setting up One Drive shared folders, organizing personal drive folders Becoming responsible digital citizens (Using Numbers or Excel for learning data, Keynote or Pages for Flowcharts)	Communicating Collaborating Organizing Becoming responsible digital citizens	Communicating Collaborating Organizing Becoming responsible digital citizens (Students can use Pages to create and publish interactive books to iBooks for Kindergarten students to read and interact with.)(Students use Minecraft Edu to communicate their learning about the interdependence of living things.)	Communicating Collaborating Organizing Becoming responsible digital citizens (Students can also investigate ancient cultures on Google Arts and Culture, Google Expeditions, and with VR)	Communicating Collaborating Organizing Becoming responsible digital citizens (All skills should be practiced leading up to and in this unit.)

GRADE 5 CURRICULAR OUTCOMES INTEGRATED WITH THE UNITS OF INQUIRY

| Science Outcomes | **PYP Outcomes:**
There are NO PYP SCIENCE outcomes

NB Outcomes:
There are NO NB outcomes | **PYP Outcomes:**
There are NO PYP SCIENCE outcomes

NB Outcomes:
There are NO NB outcomes | **PYP Outcomes:**
PYP Science Outcomes:
Strand(s):
-Living things

Ages 9-12 years, pg. 28
The student will be able to:
Explain the impact of diet in providing the body with sources of potential energy

Ages 9-12 years, pg. 29
The student will be able to:
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).

Ages 9-12 years, pg. 34
The student will be able to:
Identify the structures
of plants and **animals** | **PYP Outcomes:**
PYP Science Outcomes:
Strand(s):
-Forces and energy

Ages 9-12 years, pg. 29
The student will be able to:
Identify and describe different forms of energy

Demonstrate how energy can be stored and transformed from one form to another (for example, storage of fat, Batteries)

Ages 9-12 years, pg. 29
The student will be able to:

Investigate which simple machines were developed by past civilizations (for example, lever, ramp, pulley, screw, wheel)

Explore the principle of using gears to provide more work for less energy

Analyse why and how we | **PYP Outcomes:**

There are NO PYP SCIENCE outcomes

NB Outcomes:
There are NO NB outcomes | **PYP Outcomes:**

There are NO PYP SCIENCE outcomes

NB Outcomes:
There are NO NB outcomes |

that are responsible for reproduction (BOLD is focus)	still use simple machines.	
Science Skills: Use scientific vocabulary to explain their observations and experiences	**NB Outcomes:** NB 104-2 Demonstrate and describe processes for investigating scientific questions and solving technological problems	
NB Outcomes: NB 204-1 Propose questions to investigate how our body functions and the contribution of its components	NB 105-2 identify examples of scientific questions and technological problems addressed in the past Relationships Between Science and Technology	
NB 302-4 Describe how body systems help humans and other animals to grow and reproduce and to meet their basic needs	NB 106-2 Describe examples of tools and techniques that have contributed to scientific discoveries	
NB 302-5a Describe the structure and function of the major organs of the digestive system	NB 106-4 Describe instances in which scientific ideas and discoveries have led to new inventions	
NB 205-1, 305-7 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 (Possible PSPE coverage)	107-14 Identify scientific discoveries and technological innovations of people from different culture	
NB 302-5b Describe the structure and function of the major organs of the excretory system		
NB (302-5c) Describe the structure and function of the major organs of the respiratory system		
NB (302-5d) Describe the structure and function of the major organs of the circulatory system		
NB (302-5e) Describe the structure and function of the		

			major organs of the nervous system NB (302-6) Demonstrate how the skeletal, muscular, and nervous systemswork together to produce movement NB (205-2) Select and use tools to build models of organs or body systems NB (207-5) Identify problems and work cooperatively with other students to refine their design of a model of an organ or body system **PSPE** NB (204-1, 204-2) Propose questions about the factors that affect breathing and heartbeat rate and rephrase these questions in a testable form - NB (205-1, 206-2) 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 **PSPE** NB (104-2) Demonstrate and describe the scientific processes used to investigate the factors that affect breathing and heartbeat rate NB (205-1, 206-3) Carry out procedures to explore a person's response time, and identity and suggest explanations for patterns and discrepancies in the data collected NB (302-9) Describe nutritional and other requirements for maintaining a healthy body			

			NB (206-4) Evaluate the usefulness of different information sources in answering questions about health and diet			
Social Studies Outcomes	**PYP Outcomes:** **PYP Social Studies Outcomes:** **Strand(s):** **-Social organization and culture** **-Continuity and change through time** **Ages 9-12 years, pg. 35** **The student will be able to:** Distinguish between personal beliefs and belief system Identify the source of beliefs Reflect upon how beliefs affect the individual and society **Ages 9-12 years, pg. 38** **The student will be able to:** The student will be able to: Suggest ways in which an individual can overcome adversity **Ages 9-12 years, pg. 46** **The student will be able to:** 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	**PYP Outcomes:** **PYP Social Studies Outcomes:** **Strand(s):** **-Human systems and economic activities** **-Social organization and culture** **Ages 9-12 years, pg. 35** **The student will be able to:** Distinguish between personal beliefs and belief system Reflect upon how beliefs affect the individual and society **Ages 9-12 years, pg. 37** **The student will be able to:** Analyse how individuals' and communities' needs and/or wants are met **Ages 9-12 years, pg. 38** **The student will be able to:** Explore issues relating to children's (people's) rights, roles and responsibilities in relation to his or her own and other cultures Suggest ways in which an individual can overcome adversity **Ages 9-12 years, pg. 41** **The student will be able to:** Recognize the elements of a major political system (monarchy, democracy, dictatorship)	**PYP Outcomes:** **There are NO PYP Social Studies outcomes** **NB Outcomes:** **There are NO PYP NB Social Studies outcomes**	**PYP Outcomes:** **PYP Social Studies Outcomes:** **Strand(s):** **-Human systems and economic activities** **-Continuity and change through time** **Ages 9-12 years, pg. 45** **The student will be able to:** Identify and describe examples in which technology has changed the lives of people Describe the connection between human needs and wants and technological development Explain the relevance of various inventions in relation to the time period in which they were developed Reflect on the role of technology in his or her own life. **Social Skills** Formulate and ask questions about the past, the future, places and society **NB Outcomes:** **There are NO NB outcomes**	**PYP Outcomes:** **PYP Social Studies Outcomes:** **Strand(s):** **Ages 7-9 years, pg. 29** **The student will be able to:** Describe how artifacts, heirlooms and rituals are evidence of cultural identity Represent people, events and places chronologically **Ages 9-12 years, pg. 39** **The student will be able to:** Analyse information about past technological advances and societal systems Assess which aspects of past civilizations have had the most impact on the present day, using evidence from a variety of sources **Ages 9-12 years, pg. 40** **The student will be able to:** Identify and describe the components of culture Recognize how rituals and traditions contribute to cultural identity Interpret cultural beliefs and values using the evidence provided by rituals, traditions and artifacts	**PYP Outcomes:** **NB Outcomes:**

	analyse a global conflict situation) Reflect on his or her own strategies in dealing with situations of personal conflict **Social Skills** Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources **NB Outcomes:** **There are NO NB outcomes**	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. **NB Outcomes:** **There are NO NB outcomes**			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 **NB Outcomes:** NB 5.1.1 Demonstrate an understanding of how we learn about the past (5.1.1) NB 5.2.1 Explain how environment influenced the development of an ancient society NB 5.3.1 Explain the importance of social structure in a society from the middle ages NB 5.6.1 illustrate the similarities and differences of past societies and your society	
Math Outcomes	There are NO PYP or NB Math Outcomes integrated with this unit. Please see year-round math outcomes	**DATA** **PYP Outcomes:** **Pg. No-13-15** **Phase 4:** **Conceptual Understandings:** -Data can be presented effectively for valid interpretation and communication. -Range, mode, median and mean can be used to analyse statistical data. **Learning Outcomes:** **Learners** **Constructing:** PYP DH 4.1 understand that different types of graphs have special purposes **Transferring:**	**DATA** **PYP Outcomes:** **Pg. No – 13-15** **Phase 4:** **Conceptual Understandings:** -Data can be presented effectively for valid interpretation and communication. **Learning Outcomes:** **Learners** **Constructing:** **There are no PYP Outcomes** **Transferring:** PYP DH 4.5 Collect, display and **interpret data** in circle graphs (pie charts) and line graphs **(bold is focus)** **Applying:** **There are no PYP Outcomes**	**SPACE AND SHAPE** **PYP Outcomes:** **Pg. No-** **Phase 4:** **Conceptual Understandings:** **Learning Outcomes:** **Learners** **Constructing:** **Transferring:** **Applying:** **NB Outcomes:**	**MEASUREMENT** **PYP Outcomes:** **Pg. No-17-19** **Phase 4:** **Conceptual Understandings:** -Accuracy of measurements depends on the situation and the precision of the tool. -A range of procedures exists to measure different attributes of objects and events. **Learning Outcomes:** **Learners** **Constructing:** PYP M 4. 1 Understand that procedures for finding **area**, **perimeter** and volume **(Bold is focus)**	

		PYP DH 4.5 Collect, display and interpret data in circle graphs (pie charts) and line graphs **Applying:** PYP DH 4.9 Design a survey and systemically collect, record, organize and display the data in a bar graph, circle graph, line graph **NB Outcomes:** **Pg. No- 95-105** NB SP 1 Create, label and interpret line graphs to draw conclusions NB SP 2 Select, justify and use appropriate methods of collecting data, including; questionnaires: experiments; databases; electronic media NB SP 3 Graph collected data and analyze the graph to solve problems	**NB Outcomes:** **Pg. No-95-97** NB SP 1 Create, label and **interpret line graphs to draw conclusions (Bold is focus)**		PYP M 4.2 Understand the relationships **between area and perimeter,** between area and volume, and between volume and capacity (M4.2) **(Bold is focus)** **Transferring:** PYP M 4.4 Develop and describe formulas for finding **perimeter**, **area** and volume PYP M 4.5 Use decimal and fraction notation in measurement, for example, 3.2cm, 1.47kg, 1 ½ miles PYP M 4.6 Read and interpret scales on a range of measuring instruments PYP M 4.7 Measure and construct angles in degrees using a protractor **Applying:** PYP M 4.9 select and use appropriate units of measurement and tools to solve problems in real-life situations PYP M 4.10 Determine and justify the level of accuracy required to solve real-life problems involving measurement PYP M 4.11 use decimal and fractional notation in measurement, for example, 3.2cm, 1.47kg, 1 ½ miles (M4.11) **NB Outcomes:** **Pg. No-62-73** NB SS 1 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 NB SS 2 Demonstrate that the sum of interior angles is: 180 in a triangle; 360 in a quadrilateral NB SS3 demonstrate and apply a formula for determining the: perimeter of polygons; area of rectangles; volume of right rectangular prisms	
Language – Listening and Speaking Strand Outcomes	**PYP Outcomes:** Learners: **There are NO PYP Outcomes** **NB Outcomes:** **There are NO NB outcomes**	**PYP Outcomes:** Learners: PYP LS 5.1 Participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations PYP LS 5.2 Generate, develop and modify ideas and opinions through discussion PYP LS5.4 Infer meanings, draw conclusions and make judgments about oral presentations PYP LS 5.6 Argue persuasively and justify a point of view PYP LS 5.7 Show open-minded attitudes when listening to other points of view PYP LS 5.12 Use register, tone, voice level, and intonation to enhance meaning **NB Outcomes:** NB LS 1.1 Contribute thoughts, ideas, and experiences to discussions and ask questions to clarify their ideas and those of their peers. NB LS 1.3 Explain and support personal ideas and opinions.	**PYP Outcomes:** Learners: **There are NO PYP outcomes** **NB Outcomes:** **There are NO NB outcomes**	**PYP Outcomes:** Learners: **There are NO PYP Outcomes** **NB Outcomes:** **There are NO NB Outcomes**	**PYP Outcomes:** Learners: PYP LS 5.9 Understand and use figurative language such as simile, personification and metaphor **NB Outcomes:** **There are NO NB outcomes**	**PYP Outcomes:** Learners: PYP LS 5.1 Participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations PYP LS 5.8 Paraphrase and summarize when communicating orally PYP LS 5.10 Use oral language to formulate and communicate possibilities and theories **NB Outcomes:** NB LS 1.2 Ask and respond to questions to seek clarification or explanation of ideas and concepts NB LS 2.4 Engage in, respond to, and evaluate oral presentations

		NB LS 1.4 Listen critically to others' ideas or opinions and points of view NB LS 3.2 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				
Language – Viewing and Presenting Strand Outcomes	**PYP Outcomes:** Learners: PYP VP 5.3 Analyse and interpret the ways in which visual effects are used to establish context PYP VP 5.6 Realize that individuals interpret visual information according to their personal experiences and different perspectives **NB Outcomes:** NB VP 7.1 Recognize that facts can be presented to suit an author's purpose and point of view – consider the information from alternative perspectives NB VP 7.3 Respond critically to texts by - demonstrating growing awareness that all texts reflect purpose and perspective - recognizing when language is being used to manipulate, persuade, or control them	**PYP Outcomes:** Learners: PYP VP 5.2 Identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel PYP VP 5.5 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 PYP VP 5.7 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 PYP VP 5.13 Identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages PYP VP 5.14 Reflect on ways in which understanding the intention of a visual message can influence personal responses. **NB Outcomes:** NB VP 6.1 Explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts NB VP 7.3 Respond critically to texts by - detecting prejudice, stereotyping, and bias	**PYP Outcomes:** Learners: PYP VP 5.4 Identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects PYP VP 5.9 Examine and analyze 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 **NB Outcomes:** NB VP 7.2 Identify the conventions and structure of a variety of print and media texts and genres - make connections with the purpose of each text or genre	**PYP Outcomes:** Learners: PYP VP 5.1 View and critically analyze a range of visual texts, communicating understanding through oral, written and visual media PYP VP 5.11 Use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion **NB Outcomes:** NB VP 4.3 Use a wider range of pictorial, typographical and organizational features of written texts to obtain, verify, and reinforce their understanding of information	**PYP Outcomes:** Learners: **There are NO PYP outcomes** **NB Outcomes:** **There are NO NB outcomes**	**PYP Outcomes:** Learners: PYP VP 5.8 Apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects PYP VP 5.12 Analyze 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 PYP VP 5.10 Navigate the internet in response to verbal and visual prompts with confidence and familiarity; use technology to prepare their own presentations **NB Outcomes:** **There are NO NB Outcomes**
Language – Reading Strand Outcomes	**PYP Outcomes:** Learners: PYP R 5.12 Distinguish between	**PYP Outcomes:** Learners:	**PYP Outcomes:** Learners:	**PYP Outcomes:** Learners:	**PYP Outcomes:** Learners:	**PYP Outcomes:** Learners:

	fact and opinion, and reach their own conclusions about what represents valid information **NB Outcomes:** NB R 5.1 Answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts -Respond to personal, group, and instructional needs for information through accessing a variety of texts NB R 7.3 Respond critically to texts by - 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 **Reading Genre: Informational (Historical Nonfiction) Speeches, Debates, etc.**	PYP R 5.12 Distinguish between fact and opinion, and reach their own conclusions about what represents valid information **NB Outcomes:** NB R 5.1 Answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts -Increase their abilities to access information in response to their own and others questions NB R 6.1 Describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects NB R 7.3 Respond critically to texts by - identifying instances of opinion, prejudice, bias, and stereotyping **Reading Genre: Social Issues Book Club**	PYP R 5.5 Appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing. **NB Outcomes:** NB R 5.1 Answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts -Demonstrate understanding of how classification systems and basic reference materials are used to facilitate research -Use a range of reference texts and a database or electronic search to aid in the selection of texts **Reading Genre:** **Informational/ Nonfiction**	PYP R 5.14 Consistently and confidently use a range of resources to find information and support their inquiries **NB Outcomes:** NB R 4.3 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 text key ideas, and margin notes) to locate topics and obtain or verify their understanding of information NB R 6.2 Support their opinions about texts and features of types of texts NB R 7.2 Recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view **Reading Genre: Other Informational Text**	PYP R 5.3 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. <mark>(*Ask Teachers)</mark> PYP R 5.6 Appreciate authors' use of language and interpret meaning beyond the literal PYP R 5.7 Understand that authors use words and literary devices to evoke mental images PYP R 5.8 Recognize and understand figurative language, for example, similes, metaphors, idioms PYP R5.10 Identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness PYP R 5.11 Compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact <mark>(*Ask Teachers)</mark> **NB Outcomes:** NB R 4.2 Read widely and experience a variety of children's literature with an emphasis on genre and authors **Reading Genre: Myth, Legends & Fantasy**	PYP R 5.2 Work in cooperative groups to locate and select texts appropriate to purpose and audience PYP R 5.15 Participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding PYP R 5.17 Locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family, the immediate community or the global community. **NB Outcomes:** NB R 7.1 Use their background knowledge to question and analyze information presented in print and visual texts NB R 7.3 Respond critically to texts by - applying strategies to analyze a text
Language – Writing Strand Outcomes	**PYP Outcomes:** Learners: PYP W5.1 write independently and with confidence, showing the development of their own voice and style **NB Outcomes:** NB W 8.1 Use a range of strategies in writing and other ways of representing to - generate topics of personal interest and importance	**PYP Outcomes:** Learners: PYP W5.3 Adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader PYP W 5.7 Critiquing the writing of peers sensitively; offer constructive suggestions. **NB Outcomes:**	**PYP Outcomes:** Learners: PYP W 5.4 Use appropriate paragraphing to organize ideas. PYP W5.16 Locate, organize, synthesize and present written information obtained from a variety of sources **NB Outcomes:**	**PYP Outcomes:** Learners: PYP W5.16 Locate, organize, synthesize and present written information obtained from a variety of sources **NB Outcomes:** NB W 9.1 Create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and	**PYP Outcomes:** Learners: PYP W5.5 Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood PYP W5.14 Recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration	**PYP Outcomes:** Learners: PYP W5.1 write independently and with confidence, showing the development of their own voice and style PYP W 5.12 Choose to publish written work in handwritten form or digital format independently

	- describe feelings, reactions, values, and attitudes - record and reflect on experiences and their responses to them NB W 9.3 Invite responses to early drafts of their writing/media productions – use audience reaction to help shape subsequent drafts - reflect on their final drafts from a reader's/viewer's/listener's point of view NB W 10.4 Demonstrate commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement **Writing Form: Narrative and Introduction to Writers Workshop**	NB W 8.1 Use a range of strategies in writing and other ways of representing to - record, develop, and reflect on ideas, attitudes and opinions - compare their own thoughts and beliefs to those of others **Writing Form: Persuasive (Debate)**	NB W 8.2 Expand appropriate note-making strategies from a growing repertoire e.g. Outlines, charts, diagrams NB W 10.5 Select, organize, and combine relevant information from three or more sources to construct and communicate meaning **Writing Form: Explanatory Report**	in an increasing variety of forms • Use specific features structures, and patterns of various test forms to create written and media text. NB W 9.2 Address the demands of an increasing variety of purposes and audiences – make choices of form, style, and content for specific audiences and purposes **Writing Form: Descriptive Report**	PYP W 5.15 Identify and describe elements of story – setting, plot, character and theme **NB Outcomes:** NB W 8.3 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 **Writing Form: Narrative/ Fantasy**	PYP W5.13 Use written language as a means of reflecting on their own learning PYP W5.16 Locate, organize, synthesize and present written information obtained from a variety of sources PYP W 5.17 Use a range of tools and techniques to produce written work that is attractively and effectively presented. **NB Outcomes:** NB W 8.1 Use a range of strategies in writing and other ways of representing to - formulate and monitor goals for learning - practice and extend strategies for monitoring learning NB W 10.5 Select, organize, and combine relevant information from three or more sources to construct and communicate meaning **Writing Form:**
Art Strand 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:**
PE Outcomes	**PYP PSPE Outcomes Phase 4 Identity: Conceptual Understandings:** -A strong sense of self-efficacy enhances human accomplishments and personal well-being -Coping with situations of change and adversity develops our resilience **Learning Outcomes:** -Analyze self-talk and use it constructively (4.13) -Embrace a strong sense of self-efficacy that enhances their accomplishments,	**There are NO integrated PSPE Outcomes with this unit.**	**PYP PSPE Outcomes Phase 4 Identity: Conceptual Understandings:** -The physical changes people experience at different stages in their lives affect their evolving identities (4.2) -A strong sense of self-efficacy enhances human accomplishments and personal well-being (4.7) -Coping with situations of change, challenge, and adversity develops our resilience (4.8) **Learning Outcomes:**	**There are NO integrated PSPE Outcomes with this unit.**	**There are NO integrated PSPE Outcomes with this unit.**	**There are NO integrated PSPE Outcomes with this unit.**

attitudes, and personal well-being (4.14)

Active Living:
Conceptual Understandings:
-Setting personal goals and developing plans to achieve these goals can enhance performance (4.2)
-Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle (4.7)
Learning Outcomes:
-Reflect and act upon their preferences for physical activities in leisure time (4.2)
-Identify realistic goals and strategies to improve personal fitness (4.4)

NB Outcomes:
SCO 1.3 – Apply combinations of fundamental locomotor skills and manipulative skills to more complex movement contexts.
- ☐ I can use appropriate skills with activity specific equipment (for example tchoukball, Frisbees, volleyballs, basketballs, kin-ball, rackets, jump rope)
- ☐ I can use a combination of skills in a variety of activity specific contexts fluidly (for example: serve and return to ready position; move to position, catch, crow hop and throw; strike and return to ready position; strike and run).

SCO 3.2 - Apply physical fitness concepts and principles to construct personal wellness plans.
- ☐ I can create my own personal wellness plans.
- ☐ I can track my progress on my own personal wellness plans.
NB:

-Embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes, and personal well-being (4.14)

Active Living:
Conceptual Understandings:
-There is a connection between exercise, nutrition, and personal well-being (4.2)
Learning Outcomes:
-Identify realistic goals and strategies to improve personal fitness (4.3)

NB Outcomes:
SCO 3.1 - Model emotional and social skills that apply to the learning and performance of physical activity.
- ☐ **I can display the factors that increase my participation and activity choices.**
- ☐ **I can respond appropriately to the emotional reactions of others during activities or challenges.**
- ☐ **I can act appropriately whether I win or lose.**
- ☐ **I can plan strategies with others to accomplish a common goal.**
- ☐ **I can observe others and give them accurate feedback.**
- ☐ **I can visualize what a quality performance looks like to improve my individual skills.**
- ☐ **I can act respectfully and safely in a variety of physical activities.**

SCO 3.2 - Apply physical fitness concepts and principles to construct personal wellness plans.
- ☐ **I can create my own personal wellness plans.**

	SCO 3.2 - Apply physical fitness concepts and principles to construct personal wellness plans. ☐ I can create my own personal wellness plans. ☐ I can track my progress on my own personal wellness plans.		☐ **I can track my progress on my own personal wellness plans.**			
Music Strand 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:**
Technology Strand Outcomes	**Learning Technology** **Learning Through Technology** **Learning About Technology**	**Learning Technology** **Learning Through Technology** **Learning About Technology**	**Learning Technology** **Learning Through Technology** **Learning About Technology**	**Learning Technology** **Learning Through Technology** **Learning About Technology**	**Learning Technology** **Learning Through Technology** **Learning About Technology**	**Learning Technology** **Learning Through Technology** **Learning About Technology**

GRADE 5 YEAR-ROUND CURRICULAR OUTCOMES

Math Year-Round Outcomes	Number Sense	Data Analysis	Measurement	Patterns and Function	Shape and Space
	STAND ALONE 1: **Phase 4:** **Pg. No:28-31** **Conceptual Understandings:** -The base 10 place value system extends infinitely in two directions. **Learning Outcomes:** Learners: **Constructing:** PYP N4.1 Model numbers to millions and beyond using the base 10 value system PYP N 4.3 Model integers in appropriate contexts **Transferring** PYP N 4.1 read, write, compare and order whole numbers up to millions or beyond PYP N 4.14 Read and write integers in appropriate contexts **Applying**	**PYP Outcomes:** **Pg. No – 13-15** **Phase 4:** **Conceptual Understandings:** -Probability can be represented on a scale between 0-1 or 0 – 100%. -The probability of an event can be predicted theoretically. **Learning Outcomes:** **Learners** **Constructing:** PYP DH 4.3 Understand that probability can be expressed in scale (0-1) or per cent (0% - 100%) PYP DH 4.4 Understand the difference between experimental and theoretical probability **Transferring:** PYP DH 4.8 - Express probabilities using scale (0-1) or per cent (0% - 100%)		**PYP Outcomes** **Pg. No:25-27** **Phase 4:** **Conceptual Understanding** -Patterns can often be generalized using algebraic expressions, equations or functions. **Learning Outcomes:** Learners: **Constructing** PYP PF 4.1 Understand that patterns can be generalized by a rule PYP PF 4.4. Understand that patterns can be represented, analysed and generalized using tables, graphs, words, and when possible, symbolic rules 1. **Transferring** PYP PF 4.5 Represent the rule of a pattern by using a function PYP PF 4.6 Analyse pattern and function using words, tables and	

PYP N 4.21 Use whole numbers up to millions or beyond in real-life situations PYP N 4.23 Use integers in real-life situations PYP N 4.27 Select and use an appropriate sequence of operations to solve word problems PYP N 4.28 Select an efficient method for solving a problem: mental estimation, mental computation, written algorithms, by using a calculator PYP N 4.29 Use strategies to evaluate the reasonableness of answers **NB Outcomes:** **Pg No-15-49** NB N 1 Demonstrate an understanding of place value for numbers -Greater than one million -Less than one thousandth NB N 2 Solve problems involving large numbers, using technology NB N 3 Demonstrate an understanding of factors and multiples by; -Determining multiples and factors of numbers less than 100 -Identifying prime and composite numbers - Solving problems involving multiples NB N 7 Demonstrate an understanding of integers, concretely, pictorially and symbolically NB N 9 Explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers)	**Applying:** PYP DH 4.12 - Determine the theoretical probability of an event and explain why it might differ from experimental probability **NB Outcomes:** **Pg. No – 106-109** NB SP 4 -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.		graphs, and when possible, symbolic rules (PF4.6) **Applying** PYP PF 4.7 Select appropriate methods to analyse patterns and identify rules PYP PF 4.8 Use functions to solve problems **NB Outcomes:** **Pg. No: 50-61** NB PR 1 Demonstrate an understanding of the relationship within tables of values to solve problems NB PR 2 Represent and describe patterns and relationships using graphs and tables NB PR 3 Represent generalizations arising from number relationships using equations with letter variables NB PR 4 Demonstrate and explain the meaning of preservation of equality concretely, pictorially and symbolically	

STAND ALONE 2: **Phase 4:** **Pg. No.28-31** **Conceptual Understandings:** -Fractions, decimal fractions and percentages are ways of representing whole-part relationships. -For fractional and decimal computation, the ideas developed for whole-number computation can apply. - Ratios are comparison of two numbers of quantities. **Learning Outcomes:** Learners: **Constructing:** PYP N 4.2 Model ratios PYP N 4.5 Model improper fractions and mixed numbers PYP N 4.6 Simplify fractions using manipulatives PYP NB 4.7 Model decimal fractions to thousandths and beyond PYP N 4.8 Model percentages PYP N 4.9 Understand the relationship between fractions, decimals and percentages PYP N 4.10 Model addition, subtraction, multiplication and division of fractions PYP N 4.11 Model addition, subtraction, multiplication and division of decimals **Transferring:** PYP N 4.13 Read and write ratios PYP N 4. 16 Convert improper fractions to mixed numbers and vice versa				

| | PYP N 4.17 Simplify fractions in mental and written form

PYP N 4. 19 Read, write, compare and order decimal fractions to thousandths or beyond

PYP N 4. 19 Read, write, compare and order percentages

PYP N 4. 20 Convert between fractions, decimals and percentages

Applying:
PYP N 4.22 Use ratios in real-life situations

PYP N 4.24 Convert improper fractions to mixed numbers and vice versa in real-life situations

PYP N 4.25 Simplify fractions in computation answers

PYP N 4. 26 Use fractions, decimals and percentages interchangeably in real-life situations

PYP N 4.30 Use mental and written strategies for adding, subtracting, multiplying and dividing fractions and decimals in real-life situations

PYP N 4.31 Estimate and make approximations in real-life situations involving fractions, decimals and percentages

NB Outcomes:
Pg. No:15-49
NB N4 Relate improper fractions to mixed numbers

NB N5 Demonstrate an understanding of ratio, concretely, pictorially and symbolically

NB N6 Demonstrate an understanding of percent, (limited to whole numbers) concretely, pictorially and symbolically | | | | |

 	NB N8 demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors)				
Language Year-Round Outcomes	**Listening and Speaking** **PYP Outcomes:** Learners PYP LS5.3 Listen and respond appropriately to instructions, questions, and explanations PYP LS 5.5 Use an increasing vocabulary and more complex sentence structures with a high level of specificity PYP LS 5.11 Use standard grammatical structures competently in appropriate situations PYP LS 5.13 Appreciate that people speak and respond according to personal and cultural perspectives PYP LS 5.14 Use speech responsibly to inform, entertain and influence others PYP LS 5.15 Reflect on communication to monitor and assess their own learning. **NB Outcomes:** NB LS 2.1 Contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners NB LS 2.2 Use word choice and expression appropriate to the speaking occasion NB LS 2.3 Give and follow precise instructions and respond questions and directions NB LS 3.1 Demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and	**Viewing and Presenting** **PYP Outcomes:** Learners PYP VP 5.10 Navigate the internet in response to verbal and visual prompts with confidence and familiarity; use technology to prepare their own presentations **NB Outcomes** NB VP 4.2 Experience a variety of children's literature with an emphasis on genre and authors NB VP 4.5 Describe and discuss their own processes and strategies in viewing NB VP 6.2 Reflect on and give reasons for their interpretations of an increasing variety of texts NB VP 7.3 Respond critically to texts by - applying a growing range of strategies to analyze and evaluate a text	**Reading** **PYP Outcomes:** Learners PYP R 5.1 Read a wide range of texts confidently, independently and with understanding PYP R5.4 Identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres PYP R 5.9 Make inferences and be able to justify them PYP R 5.13 Use a range of strategies to solve comprehension problems and deepen their understanding of a text PYP R 5.16 Use the internet responsibly and knowledgeably, appreciating its uses and limitations **NB Outcomes:** NB R 4.1 Select, independently, texts appropriate to their interests and learning needs NB R 4.2 Read widely and experience a variety of children's literature with an emphasis on genre and authors NB R 4.4 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 construct meaning; use a dictionary to determine word meaning in context NB R 4.5 Describe and discuss their own processes and strategies in reading NB R 7.1 Use their background knowledge to question and analyze information presented in print and visual texts	**Writing** **PYP Outcomes:** Learners: PYP W5.1 write independently and with confidence, showing the development of their own voice and style PYP W5.2 Write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive PYP W5.6 Use planning, drafting, editing and reviewing process independently and with increasing competence PYP W 5.8 Vary sentence structure and length. PYP W 5.9 Demonstrate an increasing understanding of how grammar works PYP W 5.10 Use standard spelling for most words and use appropriate resources to check spelling PYP W5.11 Use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing **NB Outcomes:** NB W 8.1 Use a range of strategies in writing and other ways of representing to - formulate and monitor goals for learning - practice and extend strategies for monitoring learning NB W 9.1 Create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in an increasing variety of forms • Use specific features structures, and patterns of various test forms to create written and media text. NB W 10.1 Use a range of pre-writing, drafting, revising, editing, proofreading, and presentation strategies	N/A (Or) Add links to Weekly projections and/or NB/ PYP Documents?

	speaking in a manner appropriate to the situation			NB W 10.2 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 (e.g., dictionaries, classroom charts, electronic spell checkers, checklists, thesauri, other writers) NB W 10.3 Use technology with increasing proficiency to create, revise, edit, and publish texts NB W 10.4 Demonstrate commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement	