

G3G4 A Year		
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <h1>Who we are</h1> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Title Hide and seek new friends!</p> <p>Central idea People from other places can expand our perspectives.</p> <p>Key concepts Change, perspective, reflection</p> <p>Related concepts Geography, empathy, friendships</p> <p>Lines of inquiry -the various means of global communication -what different types of maps show us -the impacts weather has on us locally and in other places</p>	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Human and natural environments Resources and the environment</p> <p>Skills a., b.</p> <p><u>Science</u> Earth and space</p> <p>Skills d., g., h.</p> <p><u>Language Phase 4</u> Listening and speaking Viewing and presenting</p> <p><u>PSPE Phase 3</u> Identity Interactions</p> <p><u>Math Phase 3</u> Data handling</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> Recognize and use the different information maps provide Identify and use different forms of global communication <p><u>Science</u> NGSS 3-ESS2</p> <ul style="list-style-type: none"> Represent data in table and graphical displays to describe typical weather conditions expected during a particular season Obtain and combine information to describe climates in different regions of the world <p><u>Language</u></p> <ul style="list-style-type: none"> Begin to paraphrase and summarize Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context Design posters and charts, using shapes, colors, symbols, layouts and fonts, to achieve particular effects; explain how the desired effect is achieved Prepare individually or in collaboration, visual presentations using a range of media, including computer and web-based applications <p><u>PSPE</u></p> <ul style="list-style-type: none"> Work and learn with increasing independence Reflect on the perspectives and ideas of others <p><u>Math Phase 3</u></p> <ul style="list-style-type: none"> systematically collect, organize and display data in pictographs and bar graphs select appropriate graph forms to display data

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <h1>Where we are in place and time</h1> <p>An inquiry into organization in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Title Oh, to be a time traveler</p> <p>Central idea First person accounts help our understanding of time and place.</p> <p>Key concepts Change, form, responsibility</p> <p>Related concepts Consequences, discovery</p> <p>Lines of inquiry -the reliability of information sources -the characteristics of historical genres -how time and place influence our beliefs</p>	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Social organization and culture Continuity and change through time Skills a., b., c.</p> <p><u>Language Phase 4</u> Reading Writing</p> <p><u>PSPE Phase 3</u> Identity</p> <p><u>Math Phase 3</u> Data handling Measurement</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Represent people, events and places chronologically • Use a variety of primary and secondary sources to investigate the context of first-person accounts • Locate on a globe or map the authors' location • Explain how people's perceptions and representation of place have changed over time <p><u>Language</u></p> <ul style="list-style-type: none"> • Distinguish between fiction and non-fiction and select books appropriate to specific purposes • Use reference books, dictionaries, and computer/web-based applications with increasing independence and accuracy • Identify relevant, reliable and useful information and decide on appropriate ways to use it • Reread, edit and revise to improve their own writing, for example, content, language, organization • Use knowledge of written code patterns to accurately spell high-frequency and familiar words • Work independently to produce written work that is legible and well-presented either by hand or in digital format <p><u>PSPE</u></p> <ul style="list-style-type: none"> • Embrace optimism to shape a positive attitude towards themselves and their future • Motivate themselves intrinsically and behave with belief in themselves <p><u>Math Phase 3</u></p> <ul style="list-style-type: none"> • Select appropriate graph form(s) to display data • Use timelines in UOIs and other real-life situations

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <h1>How we express ourselves</h1> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect upon, extend and enjoy our creativity; our appreciation of the aesthetic</p> <p>Title Onto our next stage.</p> <p>Central idea Drama allows self-expression and team building.</p> <p>Key concepts Responsibility, connection, change</p> <p>Related concepts Collaboration, perseverance</p> <p>Lines of inquiry -the various types of scripts -the behind the scenes jobs in theatre productions (stagecraft skills) -the creative ways to express oneself dramatically</p>	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Social organization and culture</p> <p>Skills a., d.</p> <p><u>Language Phase 4</u> Listening and speaking Viewing and presenting Reading</p> <p><u>PSPE Phase 3</u> Interactions</p> <p><u>Math Phase 3</u> Measurement</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> Identify the responsibilities people have in a production Explain the purpose of rules and responsibilities in a production Construct visual representations to clarify roles and positions of people/props during a performance <p><u>Language</u></p> <ul style="list-style-type: none"> Listen for a specific purpose in a variety of situations Appreciate that language is not always used literally; understand and use figurative language Identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters Understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for the characters <p><u>PSPE</u></p> <ul style="list-style-type: none"> Recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes Develop a shared plan of action for group work that incorporates each individual's experiences and strengths Reflect on shared and collaborative performance <p><u>Math Phase 3</u></p> <ul style="list-style-type: none"> Use standard units of measurement to solve problems in real-life situations involving perimeter, area

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<p>Transdisciplinary theme</p> <h1>How we organize ourselves</h1> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Title Feudal system or dynasty family feud</p> <p>Central idea Government systems influence the lives of citizens</p> <p>Key concepts Function, connection, reflection</p> <p>Related concepts Conflicts, systems, citizenship</p> <p>Lines of inquiry -types of modern governance -historical forms of government -how government styles affect citizens</p>	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Social organization and culture Continuity and change through time</p> <p>Skills a., b., c.</p> <p><u>Language Phase 4</u> Reading Writing</p> <p><u>PSPE Phase 3</u> Identity</p> <p><u>Math Phase 3</u> Measurement Number</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> Recognize the structure of feudal systems Compare feudal systems of government, for example, Japan vs. Europe Recognize the elements of major political systems (for example, monarchy, democracy, dictatorship) Examine similarities and differences between modern governmental systems and a feudal system. <p><u>Language</u></p> <ul style="list-style-type: none"> Know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials Understand when and how to use the internet and multimedia resources for research Write independently and with confidence, demonstrating a personal voice as a writer Select vocabulary and supporting details to achieve desired effects Organize ideas in a logical sequence Check punctuation, variety of sentence starters, spelling, presentation <p><u>PSPE</u></p> <ul style="list-style-type: none"> Recognize personal qualities, strengths and limitations Identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact their actions <p><u>Math Phase 3</u></p> <ul style="list-style-type: none"> Use timelines in UOIs and other real-life situations Use whole numbers up to thousands or beyond in real-life situations

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <h1>How the World Works</h1> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Title</p> <p>Sound off</p> <p>Central idea</p> <p>Understanding the properties of sound allows people to make practical applications</p> <p>Key concepts</p> <p>causation , form, perspective</p> <p>Related concepts</p> <p>Cause and effect, interdependence</p> <p>Lines of inquiry</p> <p>-the evidence of the existence of sound -what sound can do and how we use it -the relationship between sound, light and air</p>	<p>Transdisciplinary strands</p> <p>Science Materials and matter Forces and energy</p> <p>Skills a., b., c., d., e., f., g., h.</p> <p>Language Phase 4 Listening and speaking Viewing and presenting Reading</p> <p>PSPE Phase 3 Interactions</p> <p>Math Phase 3 Pattern and function</p>	<p>Science</p> <ul style="list-style-type: none"> • apply their understanding about the properties of sound (for example, create a communication device) <p>NGSS 4-PS2, 3,4</p> <ul style="list-style-type: none"> • Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat and electric currents • demonstrate that energy can be transferred in various ways and between objects • Model energy transfer through diagrams or physical models • demonstrate that sound waves can travel through different materials and that the material affects the sound wave • understand that energy is present whenever there is sound (vibrations) • understand that when objects collide, some of the contact force’s energy is released in the form of sound and results in a change of motion <p>Language</p> <ul style="list-style-type: none"> • Verbalize their thinking and explain their reasoning • Design posters and charts, using shapes, colors, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved • Access information from a variety of texts, both in print and online • Identify relevant, reliable and useful information and decide on appropriate ways to use it <p>PSPE</p> <ul style="list-style-type: none"> • Adopt a variety of roles for the needs of the group, for example, leader, presenter • Discuss ideas and ask questions to clarify meaning • Apply different strategies when attempting to resolve conflict <p>Math Phase 3</p> <ul style="list-style-type: none"> • Select appropriate methods for representing patterns, for example using words, symbols and tables • Use number patterns to make predictions and solve problems • Use the properties and relationships of the four operations to solve problems

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<p>Transdisciplinary theme</p> <h1>Sharing the planet</h1> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution</p> <p>Title ABC - A biome collaboration</p> <p>Central idea Over time, living things need to adapt in order to survive</p> <p>Key concepts Change, connection</p> <p>Related concepts adaptation , evolution</p> <p>Lines of inquiry -concept of adaptation -circumstances that lead to adaptation -how plants and animals respond to environmental conditions</p>	<p>Transdisciplinary strands</p> <p>Science Living things</p> <p>Skills a., d., e., f., g.</p> <p>Language Phase 4 Listening and speaking Viewing and presenting Reading</p> <p>PSPE Phase 3 Interactions</p> <p>Math Phase 3 Data handling</p>	<p>Science</p> <ul style="list-style-type: none"> recognize the ways in which plants and animals have adapted over time make links between different features of the environment and the specific needs of living things assess the impact that changes in environmental conditions can have on living things recognize the importance of the fossil record to inform the concept of evolution <p>NGSS 3-LS4</p> <ul style="list-style-type: none"> Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago Use evidence to construct and explanation for how the variation in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all <p>Language</p> <ul style="list-style-type: none"> Verbalize their thinking and explain their reasoning Design posters and charts, using shapes, colors, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved Access information from a variety of texts, both in print and online Identify relevant, reliable and useful information and decide on appropriate ways to use it <p>PSPE</p> <ul style="list-style-type: none"> Adopt a variety of roles for the needs of the group, for example, leader, presenter Discuss ideas and ask questions to clarify meaning Apply different strategies when attempting to resolve conflict <p>Math Phase 3</p> <ul style="list-style-type: none"> Design a survey and systematically collect, organize and display data in pictographs and bar graphs Select appropriate graph forms to display data

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<p>Transdisciplinary theme</p> <p>Who we are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Title</p> <p>A body of evidence</p> <p>Central idea</p> <p>Humans have important body systems that help us stay alive and healthy.</p> <p>Key concepts</p> <p>Connection, function</p> <p>Related concepts</p> <p>Systems, parts, interactions</p> <p>Lines of inquiry</p> <p>-the structure of a body system -the interactions between body systems -ways to keep my body healthy</p>	<p>Transdisciplinary strands</p> <p>Science Living things</p> <p>Skills a., b., c., d., e., f., g., h.</p> <p>Language Phase 4 Listening and speaking Viewing and presenting Reading</p> <p>PSPE Phase 3 Identity Active living</p> <p>Math Phase 3 Data handling</p>	<p>Science NGSS - 3-LS3, 4-LS1</p> <ul style="list-style-type: none"> Analyze and interpret data to provide evidence that humans have traits inherited from parents and that variation of these traits exists in a group of similar organisms Use evidence to support the explanation that traits can be influenced by the environment Construct an argument that humans have internal and external structures that function to support survival, growth, and behavior Use a model to describe the relationships between systems, organs, tissues, and cells <p>Language</p> <ul style="list-style-type: none"> Verbalize their thinking and explain their reasoning Design posters and charts, using shapes, colors, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved Access information from a variety of texts, both in print and online Identify relevant, reliable and useful information and decide on appropriate ways to use it <p>PSPE</p> <ul style="list-style-type: none"> Examine different factors (heritable and non-heritable) that shape an identity (for example, gender, nationality, language group) Identify ways to live a healthier lifestyle Understand how daily practices influence short- and long-term health Demonstrate an understanding of the principles of training in developing and maintaining fitness Demonstrate greater body control when performing movements <p>Math Phase 3</p> <ul style="list-style-type: none"> Identify the mode of a set of data Systematically collect, organize and display data into appropriate graph forms Interpret range and scale on graphs

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<p>Transdisciplinary theme</p> <p>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 the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Title The third rock from the sun</p> <p>Central idea Earth’s position in the solar system makes it an ideal place for living things</p> <p>Key concepts Form, perspective, reflection</p> <p>Related concepts Solar system, consequences, discovery</p> <p>Lines of inquiry -characteristics of the different bodies in the solar system -the methods humans use to explore the solar system and beyond -the ways humans perceived celestial events in the past</p>	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Continuity and change through time Human and natural environments</p> <p>Skills b., c., e.</p> <p><u>Science</u> Earth and space</p> <p>Skills g., h.</p> <p><u>Language Phase 4</u> Reading Writing</p> <p><u>PSPE Phase 3</u> Identity Interactions</p> <p><u>Math Phase 3</u> Data handling Shape and space Number</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> identify and describe historical perceptions of celestial events or bodies explain how human understanding of outer space has changed over time <p><u>Science</u> NGSS 3-PS2; 3,4-ESS1,2; 3,4-ETS1</p> <ul style="list-style-type: none"> make observations of an object’s motion to provide evidence that a pattern can be used to predict future motion compare Earth’s measurable characteristics to the other planets and the Sun describe rotation, revolution, size, mass, composition, special features and position of each of the planets model the sun, moon, and earth system make comparisons between the solar system, Milky Way and other systems in the universe <p><u>Language</u></p> <ul style="list-style-type: none"> Distinguish between fiction and non-fiction and select books appropriate to specific purposes Use reference books, dictionaries, and computer/web-based applications with increasing independence and accuracy Identify relevant, reliable and useful information and decide on appropriate ways to use it Reread, edit and revise to improve their own writing, for example, content, language, organization Use knowledge of written code patterns to accurately spell high-frequency and familiar words Work independently to produce written work that is legible and well-presented either by hand or in digital format <p><u>PSPE</u></p> <ul style="list-style-type: none"> Motivate themselves intrinsically and behave with belief in themselves Work and learn with increasing independence Discuss ideas and ask questions to clarify meaning <p><u>Math Phase 3</u></p> <ul style="list-style-type: none"> Interpret range and scale on graphs; select appropriate graph forms to display data Use timelines Recognize and explain symmetrical patterns in the environment

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<p>Transdisciplinary theme</p> <p>How we express ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect upon, extend and enjoy our creativity; our appreciation of the aesthetic</p> <p>Title What are you trying to say?</p> <p>Central idea Poems and lyrics facilitate communication through space and time.</p> <p>Key concepts Form, connection</p> <p>Related concepts Culture, media, pattern</p> <p>Lines of inquiry -poetry and lyrics -the use of poetry and lyrics in the past and present -language specific forms of poetry or lyrics</p>	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Human systems and economic activities Social organization and culture</p> <p>Skills b., c., e.</p> <p><u>Science</u> Forces and energy</p> <p>Skills a., c., d., e., f., h.</p> <p><u>Language Phase 4</u> Listening and speaking Viewing and presenting Reading Writing</p> <p><u>PSPE Phase 3</u> Identity Interactions</p> <p><u>Math Phase 3</u> Patterns and function</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • explore a variety of poems and lyrics and interpret their messages • identify the cultural and historical context in which poems and lyrics develop • describe the impact of modern communications technology on the dispersal and consumption of poems and lyrics <p><u>Science</u> NGSS 4-PS3</p> <ul style="list-style-type: none"> • make observations to provide evidence that energy can be transferred from place to place by sound, light, heat and electrical currents • construct a basic electrical circuit • apply knowledge of electrical circuits to make a sound device <p><u>Language</u></p> <ul style="list-style-type: none"> • Realize that grammatical structures can be irregular and begin to use them appropriately and consistently • Recognize that different forms of grammar are used in different contexts • Understand and use figurative language • Experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects • Recognize the author’s purpose, for example to inform, entertain, persuade, instruct • Appreciate that writers plan and structure their poems and lyrics to achieve particular effects; identifying features that can be replicated when planning their own poems or lyrics • Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing <p><u>PSPE</u></p> <ul style="list-style-type: none"> • Analyze how they are connected to the wider community • Reflect on their own cultural influences, experiences, traditions and perspectives, and are open to others • Discuss ideas and ask questions to clarify meaning <p><u>Math Phase 3</u></p> <ul style="list-style-type: none"> • Select appropriate methods for representing patterns, for example using words, symbols and tables

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<p>Transdisciplinary theme</p> <p>How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Title Build it</p> <p>Central idea The design of buildings and structures is dependent on the environment and available materials.</p> <p>Key concepts Connection, responsibility</p> <p>Related concepts Structure, sustainability, transformation</p> <p>Lines of inquiry -considerations to take into account when building a structure -how building structures impacts the environment -indigenous architecture</p>	<p>Transdisciplinary strands</p> <p><u>Social Studies</u></p> <p>Human and natural environments Resources and the environment</p> <p>Skills b., c., e.</p> <p><u>Science</u> Living things Materials and matter Forces and energy</p> <p>Skills a., b., c., d., e., f., g.</p> <p><u>Language Phase 4</u> Listening and speaking Viewing and presenting Reading</p> <p><u>PSPE Phase 3</u> Identity</p> <p><u>Math Phase 3</u> Number</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> compare the design of structures in various locations in relation to the natural environment identify geographical and environmental factors that influence the design of structures in various locations explain people’s responsibilities regarding the use of resources from the environment explain how people take steps to reduce the impact of natural processes on structures (for example, earthquakes, floods, typhoons) <p><u>Science</u></p> <ul style="list-style-type: none"> investigate how buildings and other structures stand up (for example, piles, buttresses, I-beam girders) investigate the construction of a building or structure and identify the materials used critique the impact of a structure on the natural environment explain people’s responsibility regarding the use of materials from the environment <p>NGSS 3-PS2</p> <ul style="list-style-type: none"> identify basic force pairs in structures; plan and conduct an investigation to provide evidence of balanced and unbalanced forces on structures <p><u>Language</u></p> <ul style="list-style-type: none"> Verbalize their thinking and explain their reasoning Design posters and charts, using shapes, colors, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved Access information from a variety of texts, both in print and online Identify relevant, reliable and useful information and decide on appropriate ways to use it <p><u>PSPE</u></p> <ul style="list-style-type: none"> Reflect on how they cope with change in order to approach and manage situation of adversity <p><u>Math Phase 3</u></p> <ul style="list-style-type: none"> Use fast recall of number facts in real-life situations

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<p>Transdisciplinary theme</p> <p>How the world works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment</p> <p>Title</p> <p>Twist and shout</p> <p>Central idea</p> <p>Human survival is connected to understanding the continual changing nature of the Earth.</p> <p>Key concepts</p> <p>Causation, change, connection</p> <p>Related concepts</p> <p>Erosion, geology, tectonic plates, movement</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> -How different components of the Earth are interrelated -How the Earth has changed and is continuing to change -Why the Earth changes -Humans response to the Earth's changes 	<p>Transdisciplinary strands</p> <p>Social Studies</p> <p>Continuity and change through time</p> <p>Human and natural environments</p> <p>Skills</p> <p>b., e.</p> <p>Science</p> <p>Earth and space</p> <p>Skills</p> <p>a., c., f., g., h.</p> <p>Language Phase 4</p> <p>Reading</p> <p>Writing</p>	<p>Social Studies</p> <ul style="list-style-type: none"> • identify the evidence that the Earth has changed (for example, land formations, in local environment) • use a variety of primary sources to investigate the ways humans respond to the Earth's changes (for example, relocation of population, strengthening defences, redesigning buildings) <p>Science</p> <ul style="list-style-type: none"> • identify the long-term and short-term changes on the Earth (for example, plate tectonics, erosion, floods, deforestation) • describe how natural phenomena shape the planet • identify the evidence that the Earth has changed (for example, land formations, in local environment) • explore scientific and technological developments that help people understand and respond to the changing Earth • reflect on the explanations from a from a range of sources as to why the earth changes <p>NGSS 4-ESS1,2</p> <ul style="list-style-type: none"> • analyze and interpret data from maps to describe patterns of Earth's features • identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time <p>Language</p> <ul style="list-style-type: none"> • Know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail • As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials • Understand when and how to use the internet and multimedia resources for research • Write independently and with confidence, demonstrating a personal voice as a writer • Select vocabulary and supporting details to achieve desired effects • Organize ideas in a logical sequence • Check punctuation, variety of sentence starters, spelling, presentation <p>Math Phase 3</p> <p>Stand alone for this UOI</p>

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<p>Transdisciplinary theme</p> <p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution</p> <p>Title Water, water everywhere</p> <p>Central idea Water is essential to life, and is a limited resource for many people.</p> <p>Key concepts Function, responsibility</p> <p>Related concepts Conservation, equity, processes</p> <p>Lines of inquiry -sources of water -what happens to water after we use it -distribution and availability of usable water -responsible use of water</p>	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Resources and the environment</p> <p>Skills a., b., d.</p> <p><u>Science</u> Living things Earth and space Materials and matter</p> <p>Skills a., b., c., d., f., g.</p> <p><u>Language Phase 4</u> Viewing and presenting Reading Writing</p> <p><u>PSPE Phase 3</u> Active living</p> <p><u>Math Phase 3</u> Measurement</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> describe the relationships between the location of water and population distribution <p><u>Science</u></p> <ul style="list-style-type: none"> recognize that water exists in the atmosphere in different forms (states of matter) explore the impact of the sun on the availability of water describe how water sustains life analyze systems of water storage and usage, both natural and human-made explain why fresh water is a limited resource identify water issues and propose solutions for responsible, equitable water use (for example, desalination) <p><u>Language</u></p> <ul style="list-style-type: none"> Discuss a newspaper/magazine article and tell how the words and pictures work together to convey a particular message Know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials Understand when and how to use the internet and multimedia resources for research Write independently and with confidence, demonstrating a personal voice as a writer Select vocabulary and supporting details to achieve desired effects Organize ideas in a logical sequence Check punctuation, variety of sentence starters, spelling, presentation <p><u>PSPE</u></p> <ul style="list-style-type: none"> Understand that there are substances that can cause harm to health <p><u>Math Phase 3</u></p> <ul style="list-style-type: none"> Use standard units of measurement to solve problems in real-life situations involving volume

Phase 3 Strands

Identity	Active living	Interactions
<p>Conceptual understandings</p> <p>A person’s identity evolves as a result of many cultural influences.</p> <p>A person’s self-concept is influenced by how others regard and treat him or her.</p> <p>Embracing and developing optimism helps us to have confidence in ourselves and our future.</p> <p>Understanding ourselves helps us to understand and empathize with others.</p> <p>Self-efficacy influences the way people feel, think and motivate themselves, and behave.</p> <p>Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity.</p> <p>Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.</p>	<p>Conceptual understandings</p> <p>Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle.</p> <p>We can develop and maintain physical fitness by applying basic training principles.</p> <p>People go through different life stages, developing at different rates from one another.</p> <p>Attention to technique and regular practice can improve the effectiveness of our movements.</p> <p>A dynamic cycle of plan, perform and reflect can influence a creative movement composition.</p> <p>There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.</p>	<p>Conceptual understandings</p> <p>A plan of action is a necessary strategy for a group to achieve its goal.</p> <p>An effective group capitalizes on the strengths of its individual members.</p> <p>Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion.</p> <p>Behaviour can be modified by applying deliberate strategies.</p> <p>Communities and societies have their own norms, rules and regulations.</p> <p>Communities and their citizens have a collective responsibility to care for local and global environments.</p>
<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> • explain how a person’s identity is made up of many different things, including membership in different cultures, and that this can change over time • examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group) • identify how their attitudes, opinions and beliefs affect the way they act and 	<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> • identify ways to live a healthier lifestyle • understand how daily practices influence short- and long-term health • understand that there are substances that can cause harm to health • demonstrate an understanding of the principles of training in developing and maintaining fitness 	<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> • recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes • identify individual strengths that can contribute to shared goals • develop a shared plan of action for group work that incorporates each individual’s experiences and strengths

<p>how those of others also impact on their actions</p> <ul style="list-style-type: none"> • recognize personal qualities, strengths and limitations • analyse how they are connected to the wider community • reflect on how they cope with change in order to approach and manage situations of adversity • reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others • use understanding of their own emotions to interact positively with others • embrace optimism to shape a positive attitude towards themselves and their future • explain how self-talk can influence their behaviour and their approach to learning • motivate themselves intrinsically and behave with belief in themselves • work and learn with increasing independence. 	<ul style="list-style-type: none"> • identify different stages of life and how these can affect physical performance • develop plans to improve performance through technique refinement and practice • demonstrate greater body control when performing movements • self-assess performance and respond to feedback on performance from others • plan, perform and reflect on movement sequences in order to improve • identify potential personal and group outcomes for risk-taking behaviours. 	<ul style="list-style-type: none"> • adopt a variety of roles for the needs of the group, for example, leader, presenter • discuss ideas and ask questions to clarify meaning • reflect on the perspectives and ideas of others • apply different strategies when attempting to resolve conflict • reflect on shared and collaborative performance.
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