

G5G6 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 Believe it or not</p> <p>Central idea What we believe is a part of who we are.</p> <p>Key concepts Perspective, reflection</p> <p>Related concepts Diversity, perception</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What we believe • How beliefs influence the way we behave • The impact of religion and spiritual traditions on society 	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Social organization and culture Continuity and change through time</p> <p>Skills a., b., c., e.</p> <p><u>Language Phase 5</u> Listening and speaking Viewing and presenting Reading Writing</p> <p><u>PSPE Phase 4</u> Identity</p> <p><u>Math Phase 4</u> Number</p> <p>Additional resources <i>Maya Running;</i> <i>Taneesha Never</i> <i>Disparaging</i> G5 Mod2, G6 Mod2 Journeys: Write a Literary Analysis</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • distinguish between personal beliefs and belief systems • identify the source of beliefs • reflect upon how beliefs affect the individual and society <p><u>Language Phase 5</u></p> <ul style="list-style-type: none"> • generate, develop and modify ideas and opinions through discussion • 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 colors or symbols • distinguish between fact and opinion, and reach their own conclusion about what represents valid information • identify genre; appreciate the stylistic differences between fact and fiction • Understand that authors use words and literary devices to evoke mental images • consistently and confidently use a range of resources to find information and support their inquiries • Use planning, drafting, editing and reviewing processes independently and with increasing competence • vary sentence structure and length • choose to publish written work in handwritten form or in digital format independently <p><u>PSPE Phase 4</u></p> <ul style="list-style-type: none"> • identify how aspects of a person’s identity can be expressed through symbols, spirituality, and dress <p><u>Math Phase 4</u></p> <ul style="list-style-type: none"> • Use mental and written strategies for adding, subtracting, multiplying and dividing fractions and decimals in real-life situations

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<p>Transdisciplinary theme</p> <p>Where we are in place and time</p> <p>An inquiry into organization in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Title Our ancestors were so cool!</p> <p>Central idea Past civilizations shape present day systems and technologies.</p> <p>Key concepts Causation, change, perspective</p> <p>Related concepts Continuity, progress, technology</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Aspects of past civilizations that have survived Reasons these systems and technologies developed Why modern societies continue to use adaptations of these systems and technologies Implications for the future 	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Human systems and economic activities Social organization and culture Continuity and change through time</p> <p>Skills a., b., c.</p> <p><u>Science</u> Forces and energy</p> <p>Skills a., c., e., g.</p> <p><u>Language Phase 5</u> Viewing and presenting Reading Writing</p> <p><u>PSPE Phase 4</u> Interactions</p> <p><u>Math Phase 4</u> Shape and space</p> <p>Additional resources Journeys G5 L22; G6 L16-20 G5 Mod6, G6 Mod6</p>	<p><u>Science</u></p> <ul style="list-style-type: none"> investigate which simple machines were developed by past civilizations (for example, pulley, lever, ramp, screw, wheel) explore the principle of using gears to provide more work for less energy analyze why and how we still use simple machines <p>NGSS - 5-PS2; MS-PS2-2 MS-PS3-1.2</p> <ul style="list-style-type: none"> Support the argument that the gravitational force exerted by Earth on objects is directed down Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object, and to the speed of an object Develop a model to describe that when the arrangement of objects interaction at a distance changes, different amounts of potential energy are stored in the system <p><u>Social Studies</u></p> <ul style="list-style-type: none"> analyze information about past technological advances and societal systems (Greek mathematical models) assess which aspects of past civilizations have had the most impact on the present day, using evidence from a variety of sources predict societal and technological changes in the future <p><u>Language Phase 5</u></p> <ul style="list-style-type: none"> apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects 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 participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding use written language as a means of reflecting on their own learning <p><u>PSPE Phase 4</u></p> <ul style="list-style-type: none"> Reflect critically on the effectiveness of the group during and at the end of the process <p><u>Math Phase 4</u></p> <ul style="list-style-type: none"> use geometric vocabulary when describing shape and space in mathematical situations and beyond use 2D representations of 3D objects to visualize and solve problems, for example using drawings or models use scale (ratios) to enlarge or reduce shapes

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<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 Here we go again</p> <p>Central idea Reproduction of living things contributes to the continuation of the species</p> <p>Key concepts Change, connection, causation</p> <p>Related concepts Cycles, growth</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Reproduction as part of a life cycle • Reproductive processes • Genetics and hereditary factors 	<p>Transdisciplinary strands</p> <p><u>Science</u> Living things</p> <p>Skills a., c., f., h.</p> <p><u>Language Phase 5</u> Listening and speaking Viewing and presenting</p> <p><u>PSPE Phase 4</u> Active living</p> <p><u>Math Phase 3-4</u> Data handling</p> <p>Additional resources Journeys G5 L6, 8, 10; G6 L21 G5 Mod 4, G6 Mod 4</p>	<p>Science</p> <ul style="list-style-type: none"> • recognize that plants and animals go through predictable life cycles • identify the structures of plants and animals that are responsible for reproduction • analyze similarities and differences in the ways that different living things reproduce • be aware of the role of genetics in determining physical characteristics <p>NGSS - 3-LS1, 3; 4-LS1-1; MS-LS3-2</p> <ul style="list-style-type: none"> • Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death • Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms • Construct an argument that plants and animals have internal and external structures that function to support reproduction • Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation <p>Language</p> <ul style="list-style-type: none"> • use an increasing vocabulary and more complex sentence structures with a high level of specificity • paraphrase and summarize when communicating orally • use the internet responsibly and knowledgeably, appreciating its uses and limitations • use appropriate resources to check spelling <p>PSPE Phase 4</p> <ul style="list-style-type: none"> • Identify and discuss the changes that occur during puberty and their impact on well-being <p>Math</p> <ul style="list-style-type: none"> • express probability using simple fractions • determine the theoretical probability of an event and explain why it might differ from experimental probability • carry out simple unit conversions within a system of measurement • use decimal and fractional notation in measurement • select appropriate methods to analyze patterns and identify rules • use functions to solve problems • use mental and written strategies for adding, subtracting, multiplying and dividing fractions and decimals in real-life

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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 The business of physical and chemical changes</p> <p>Central idea The fact that materials can undergo permanent or temporary changes poses challenges and provides benefits through economic activities for society and the environment.</p> <p>Key concepts Form, function, responsibility</p> <p>Related concepts Measurement, transformation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> -Nature of chemical and physical energy -Practical applications and implications of change in materials -Ethical dilemmas associated with manufacturing processes and by-products 	<p>Transdisciplinary strands</p> <p>Science Living things Materials and matter</p> <p>Skills a., b., c., d., e., f., g., h.</p> <p>Social Studies Human systems and economic activities Resources and the environment</p> <p>Skills a., b., d., e.</p> <p>Language Phase 5 Viewing and presenting Reading Writing</p> <p>PSPE Phase 4 Interactions</p> <p>Math Phase 4 Number</p> <p>Additional resources Journeys G5 L21 <i>Wild Weather</i> G6 L25 <i>Robotics</i> G5 Mod1, GG Mod1</p>	<p>Science</p> <ul style="list-style-type: none"> identify the difference between physical and chemical changes investigate the ways materials can be changed (for example, metal, sand) assess the benefits and challenges of changing materials to suit people’s needs and wants *for example, plastics) recognize and report on the environmental impact of some manufacturing processes <p>NGSS 5.MS-PS1.3</p> <ul style="list-style-type: none"> Show their understanding in the following areas <ul style="list-style-type: none"> matter can be subdivided into particles atoms and molecules conservation of matter the states of matter chemical reactions definitions of energy develop a model to predict or describe phenomena <p>Social studies</p> <ul style="list-style-type: none"> describe the ways in which economic activity affects the environment investigate examples of economic activity in the past that had an impact on the environment <p>Language Phase 5</p> <ul style="list-style-type: none"> view and critically analyze a range of visual texts, communicating understanding through oral, written and visual media navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations locate, organize and synthesize information from a variety of sources use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood <p>PSPE Phase 4</p> <ul style="list-style-type: none"> build on previous experiences to improve group performance <p>Math Phase 4</p> <ul style="list-style-type: none"> Read, write, compare and order decimal fractions to thousandths or beyond Use fractions, decimals, ratios and percentages in real life situations Use integers in real life situations

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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 The changing Earth</p> <p>Central idea Natural and human-made forces change the Earth and affect access to resources.</p> <p>Key concepts Causation, change, connection</p> <p>Related concepts 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 natural and human-made forces have changed and continue to change the Earth How people and living things respond to the Earth's changes 	<p>Transdisciplinary strands</p> <p>Social Studies Continuity and change through time Human and natural environments</p> <p>Skills b., e.</p> <p>Science Earth and space</p> <p>Skills a., c., f., g., h.</p> <p>Language Phase 5 Listening and speaking Viewing and presenting Reading Writing</p> <p>PSPE Phase 4 Identity Interactions</p> <p>Math Phase 4 Data handling</p> <p>Additional resources</p> <p>Journeys G5 L8, 9 G6 L20</p> <p>G5 Mod5, G6 Mod5</p>	<p>Social Studies</p> <ul style="list-style-type: none"> Use a variety of primary and secondary sources to investigate the ways that humans respond to the Earth's changes (for example, relocation, strengthening defences, redesigning buildings) <p>Science</p> <ul style="list-style-type: none"> Identify the long- and short-term changes on Earth (for example, plate tectonics, erosion, floods, deforestation) describe how natural phenomena shape the planet describe how humans shape the planet identify evidence that Earth has changed (for example, land formations in the local environment) explore scientific and technological developments that help people understand and respond to the changing Earth reflect on the explanations from a range of sources as to why the Earth changes <p>NGSS - 5-ESS2,3, MS-ESS2-3, MS-ESS3-3</p> <ul style="list-style-type: none"> Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact Describe and graph the amounts of salt and fresh water in various reservoirs to provide evidence about the distribution of water on Earth Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment <p>Language Phase 5</p> <ul style="list-style-type: none"> use oral language to formulate and communicate possibilities and theories use register, tone, voice level and intonation to enhance meaning Apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects consistently and confidently use a range of resources to find information and support their inquiries Use a range of tools and techniques to produce written work that is attractive and effectively presented <p>PSPE Phase 4</p> <ul style="list-style-type: none"> Recognize, analyze and apply different strategies to cope with adversity Work towards consensus, understanding the need to negotiate and compromise <p>Math Phase 4</p> <ul style="list-style-type: none"> Identify, describe and explain range, mode, median and mean in a set of data Design a survey and systematically collect, record, organize and display the data in a graph apply the language and notation of bearing to describe direction and position

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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>Life can be hard</p> <p>Central idea</p> <p>Children worldwide face a variety of challenges and risks</p> <p>Key concepts</p> <p>Function, reflection</p> <p>Related concepts</p> <p>Equality, rights</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Challenges and risks children face How children respond to challenges and risks Ways in which individuals, organizations and nations work to protect children from risk 	<p>Transdisciplinary strands</p> <p><u>Social Studies</u></p> <p>Social organization and culture</p> <p>Skills</p> <p>a., b., d., e.</p> <p><u>Science</u></p> <p>Living things</p> <p>Skills</p> <p>a., c., g., h.</p> <p><u>Language Phase 5</u></p> <p>Listening and speaking Viewing and presenting Reading Writing</p> <p><u>PSPE Phase 4</u></p> <p>Identity</p> <p><u>Math Phase 4</u></p> <p>Number</p> <p>Additional resources <i>The Bridge Home</i> G5 Mod1, G6 Mod1 Write a Literary Analysis Journeys - G5 L15, 21, 24; G6 L23</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> Explore issues relating to children’s rights, roles and responsibilities in relation to his or her own and other cultures Analyze a variety of sources that describes the risks and challenges that children face Describe how organizations and individuals meet the needs and wants of children Suggest ways in which an individual can overcome adversity <p><u>Science</u></p> <ul style="list-style-type: none"> Explore health and safety issues facing children (for example, the spread of disease, accidents, 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, influenza) <p><u>Language</u></p> <ul style="list-style-type: none"> generate, develop and modify ideas and opinions through discussion distinguish between fact and opinion, and reach their own conclusion about what represents valid information Appreciate the author’s use of language and interpret meaning beyond the literal identify genre; appreciate the stylistic differences between fact and fiction identify and describe the elements of a story - plot, setting, characters, theme - and explain how they contribute to its effectiveness Understand that authors use words and literary devices to evoke mental images Use planning, drafting, editing and reviewing processes independently and with increasing competence vary sentence structure and length choose to publish written work in handwritten form or in digital format independently <p><u>PSPE</u></p> <ul style="list-style-type: none"> Analyze how assumptions can lead to misconceptions Recognize, analyze and apply different strategies to cope with adversity <p><u>Math</u></p> <ul style="list-style-type: none"> Read, write, compare and order decimal fractions to thousandths or beyond Use fractions, decimals, ratios and percentages in real life situations Use integers in real life situations

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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 To explore new worlds</p> <p>Central idea Exploration leads to discovery and develops new understandings</p> <p>Key concepts Form, perspective, reflection</p> <p>Related concepts Consequences, discovery, geography</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Reasons for exploration (historical and personal) Feelings and attitudes associated with exploration What we learn through exploration Methods of navigation 	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Human systems and economic activities Continuity and change through time Human and natural environments</p> <p>Skills a., b., c.</p> <p><u>Science</u> Earth and space</p> <p>Skills b., c., g., h.</p> <p><u>Language Phase 5</u> Listening and speaking Reading Writing</p> <p><u>PSPE Phase 4</u> Identity</p> <p><u>Math Phase 4</u> Data handling Shape and space</p> <p>Additional resources G5 Mod6, G6 Mod6 Journeys - G5 L15, 21, 24; G6 L23</p>	<p><u>Social studies</u></p> <ul style="list-style-type: none"> Identify the reasons why people feel compelled to explore the unknown investigate the impact of exploration on people in the past, present and future analyze how available technology influences people's abilities to navigate <p><u>Science</u></p> <ul style="list-style-type: none"> identify regular and irregular events in time and space that occur in the solar system examine the impact of events that occur in the solar system on the Earth investigate and explain how stars are used for navigation Demonstrate an understanding of other methods of navigation (for example, compasses, satellites) <p>NGSS 5-ESS1-1,2; MS-ESS1-1,2; MS-PS2-5</p> <ul style="list-style-type: none"> Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distance from Earth Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. <p><u>Language</u></p> <ul style="list-style-type: none"> argue persuasively and justify a point of view Reflect on communication to monitor and assess their own learning Analyze and interpret the ways in which visual effects are used to establish context identify elements and techniques that make symbols effective and draw on this knowledge to create their own visual effects Distinguish between fact and opinion, and reach their own conclusions about what represents valid information locate, organize and synthesize information from a variety of sources adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader <p><u>PSPE</u></p> <ul style="list-style-type: none"> Understand the role and strategies for optimism in the development of their own well-being <p><u>Math</u></p> <ul style="list-style-type: none"> Identify, describe and explain range, mode, median and mean in a set of data Design a survey and systematically collect, record, organize and display the data in a graph apply the language and notation of bearing to describe direction and position

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G5G6 B Year		
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<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>Let’s get energized</p> <p>Central idea</p> <p>Energy may be converted from one form to another and stored in various ways</p> <p>Key concepts</p> <p>Form, change, connection</p> <p>Related concepts</p> <p>Cycles, transformation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Forms of energy The storage and transformation of energy Conservation of energy Renewable and sustainable energy 	<p>Transdisciplinary strands</p> <p>Science</p> <p>Living things Earth and space Forces and energy</p> <p>Skills</p> <p>a., c., d., g., h.</p> <p>Language Phase 5</p> <p>Listening and speaking Viewing and presenting Reading Writing</p> <p>PSPE Phase 4</p> <p>Interactions</p> <p>Math Phase 4</p> <p>Pattern and function Number Measurement</p> <p>Additional resources G5 Mod4, G6 Mod4 Journeys G5 L4; G6 L12, 22</p>	<p>Science</p> <ul style="list-style-type: none"> 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 as a store of energy) Explain the impact of diet in providing the body with sources of potential energy Assess renewable and sustainable energy sources (for example, wind, solar, water) Examine ways in which the local community could be improved in relation to the conservation of energy <p>NGSS - 5-PS3-1; 5-LS1-1, MS-PS3-3</p> <ul style="list-style-type: none"> Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun Support an argument that plants get the materials they need for growth chiefly from air and water Apply scientific principles to design, conduct, and test a device that either minimizes or maximizes thermal energy transfer <p>Language</p> <ul style="list-style-type: none"> argue persuasively and justify a point of view Reflect on communication to monitor and assess their own learning Analyze and interpret the ways in which visual effects are used to establish context identify elements and techniques that make symbols effective and draw on this knowledge to create their own visual effects Distinguish between fact and opinion, and reach their own conclusions about what represents valid information locate, organize and synthesize information from a variety of sources adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader <p>PSPE</p> <ul style="list-style-type: none"> take actions to support reparation in the environment when harm has been done <p>Math</p> <ul style="list-style-type: none"> carry out simple unit conversions within a system of measurement use decimal and fractional notation in measurement select appropriate methods to analyze patterns and identify rules use functions to solve problems use mental and written strategies for adding, subtracting, multiplying and dividing fractions and decimals in real-life

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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> <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 Connections</p> <p>Central idea Biodiversity relies on maintaining the interdependent balance of organisms within the system</p> <p>Key concepts Causation, connection, responsibility</p> <p>Related concepts Conservation, interdependence, order</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Interdependence within ecosystems, biomes and environments Ways in which organisms are interconnected in nature How human interaction with the environment can affect the balance of systems 	<p>Transdisciplinary strands</p> <p>Social Studies Human and natural environments</p> <p>Skills b., d.</p> <p>Science Living things Materials and matter Forces and energy</p> <p>Skills a., c., f., g., h.</p> <p>Language Phase 5 Listening and speaking Reading Writing</p> <p>PSPE Phase 4 Interactions</p> <p>Math Phase 4 Shape and space</p> <p>Additional resources <i>Kensuke's Kingdom</i> G5 Mod5, G6 Mod5 Journeys G5 L6, 8, 10; G6 L9</p>	<p>Social Studies</p> <ul style="list-style-type: none"> Explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry) <p>Science</p> <ul style="list-style-type: none"> Describe the interactions of living things within and between ecosystems Examine interactions between living things and nonliving parts of the environment Recognize that solar energy sustains ecosystems through a transformation of energy Investigate the conservation of energy in ecosystems Analyze the effects of changing a link in a food web <p>NGSS - 5-LS1-1; 5-LS2-1, MS-LS1-6,C</p> <ul style="list-style-type: none"> Support an argument that plants get the materials they need for growth chiefly from air and water Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms Organization for matter and energy flow in organisms <p>Language</p> <ul style="list-style-type: none"> use speech responsibly to inform others Reflect on communication to monitor and assess their own learning work in cooperative groups to locate and select texts appropriate to purpose and audience Use a dictionary, thesaurus, spell-checker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing <p>PSPE</p> <ul style="list-style-type: none"> Build on previous experiences to improve group performance <p>Math</p> <ul style="list-style-type: none"> use geometric vocabulary when describing shape and space in mathematical situations and beyond use 2D representations of 3D objects to visualize and solve problems, for example using drawings or models use scale (ratios) to enlarge or reduce shapes

Phase 4 Strands

Identity	Active living	Interactions
<p>Conceptual understandings Many different and conflicting cultures influence identity formation. The physical changes people experience at different stages in their lives affect their evolving identities. Stereotyping or prejudging can lead to misconceptions and conflict. The values, beliefs and norms of a society can impact an individual's self-concept and self-worth. Being emotionally aware helps us to manage relationships and support each other. A person's self-worth is reinforced and reflected in engagement with and/or service to others. A strong sense of self-efficacy enhances human accomplishments and personal well-being. Coping with situations of change, challenge and adversity develops our resilience.</p>	<p>Conceptual understandings Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle. There is a connection between exercise, nutrition and physical well-being. Setting personal goals and developing plans to achieve these goals can enhance performance. There are physical, social and emotional changes associated with puberty. Appropriate application of skills is vital to effective performance. Complexity and style adds aesthetic value to a performance. Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.</p>	<p>Conceptual understandings An effective group can accomplish more than a set of individuals. An individual can experience both intrinsic satisfaction and personal growth from interactions. Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others. People are interdependent with, and have a custodial responsibility towards, the environment in which they live. People have a responsibility to repair and restore relationships and environments where harm has taken place.</p>
<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • examine the complexity of their own evolving identities • recognize how a person's identity affects self-worth • recognize how a person's identity affects how they are perceived by others and influences interactions • analyse how society can influence our concept of self-worth (for example, through the media and advertising) • identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • reflect and act upon their preferences for physical activities in leisure time • understand the interdependence of factors that can affect health and well-being • identify realistic goals and strategies to improve personal fitness • identify and discuss the changes that occur during puberty and their impact on well-being • exhibit effective decision-making processes in the application of skills during physical activity • introduce greater complexity and 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • reflect critically on the effectiveness of the group during and at the end of the process • build on previous experiences to improve group performance • independently use different strategies to resolve conflict • work towards a consensus, understanding the need to negotiate and compromise • take action to support reparation in relationships and in the environment when harm has been done.

<p>lifestyle, interests and activities pursued</p> <ul style="list-style-type: none">• analyse how assumptions can lead to misconceptions• recognize, analyse and apply different strategies to cope with adversity• accept and appreciate the diversity of cultures, experiences and perspectives of others• identify causal relationships and understand how they impact on the experience of individuals and groups• use emotional awareness and personal skills to relate to and help others• identify how their self-knowledge can continue to support the growth and development of identity• understand the role of and strategies for optimism in the development of their own wellbeing• analyse self-talk and use it constructively• embrace a strong sense of self efficacy that enhances their accomplishments, attitudes and personal well-being.	<p>refine movements to improve the quality of a movement sequence</p> <ul style="list-style-type: none">• recognize the importance of moderation in relation to safe personal behaviour.	
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