



G5	SHARING THE PLANET	WHO WE ARE	HOW WE ORGANIZE OURSELVES	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES
Description	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.	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	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.	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.	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.	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.
Timeline	August – Begin October break	Begin November – Mid December	Mid December – Mid February	Mid February – End March	Mid April – End May	June - First week July
Central idea:	Conflict resolution involves the will and skill of all parties.	The physical changes of adolescence shape our emotions and behaviour.	Government systems and decisions can promote or deny equal opportunities and social justice.	Exploring the nature of matter allows people to transform use and develop new understandings.	Evidence of past civilizations connects to present-day societies.	Communication is served by science and technology.
Conceptual lenses	Responsibility Perspective Rights Conflict	Change Function Choice	Connection Perspective Citizenship Equality	Form Function Science	Causation Perspective Pattern	Form Interpretation Symbolism
Approaches to Learning & Learner Profile	Social and Self-management Principled	Social Communication Caring Balanced	Communication Research Reflective	Research Self-Management Thinkers Inquirers	Research Knowledgeable Caring	Communication Communicators

GRADE 5 | LEARNING LANDSCAPE 2020-21

G5	SHARING THE PLANET	WHO WE ARE	HOW WE ORGANIZE OURSELVES	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES
Personal Social Education	<p>Identity:</p> <ul style="list-style-type: none"> – stereotyping or prejudging can lead to misconceptions and conflict – being emotionally aware helps us to manage relationships and support each other – coping with situations of change, challenge and adversity develops our resilience. <p>Interactions:</p> <p>people have a responsibility to repair and restore relationships and environments where harm has taken place</p>	<p>Active living:</p> <p>there are physical, social and emotional changes associated with puberty</p> <p>Identity:</p> <ul style="list-style-type: none"> – the physical changes people experience at different stages in their lives affect their evolving identities – being emotionally aware helps us to manage relationships and support each other. – rites of passage 	<p>Identity</p> <p>many different and conflicting cultures influence identity formation</p> <p>Interactions</p> <p>people are interdependent with, and have a custodial responsibility towards, the environment in which they live</p>	<p>Interactions</p> <p>an effective group can accomplish more than a set of individuals</p>	<p>Identity</p> <p>many different and conflicting cultures influence identity formation</p> <p>Active Living</p> <p>understand the interdependence of factors that can affect health and well-being</p>	<p>Identity</p> <p>identify how aspects of a person’s identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests, and activities pursued</p> <p>Interactions</p> <p>Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.</p>
Science		<p>Living things</p> <ul style="list-style-type: none"> – describe the physical changes that occur during puberty – understand that there are emotional changes associated with puberty – explain how human life begins and how a baby is born – investigate and describe cells, organisms, microorganisms, and diseases caused by them 	<p>Science and technology</p> <p>the technology available to people greatly influences what their lives are like</p>	<p>Materials and matter</p> <ul style="list-style-type: none"> – identify physical properties of everyday materials – understand that matter is made up of particles – describe what causes changes of state – understand a chemical reaction as being a change by which different materials are made – know how particles are arranged and move in solids, liquids, and gases – compare results of different investigations – clear communication is an essential part of doing science 	<p>The nature of science</p> <ul style="list-style-type: none"> – science is a process of trying to figure out how the world works by making careful observations and trying to make sense of those observations – throughout all of history, people everywhere have invented and used tools – most tools of today are different from those of the past, but many are modifications of very ancient tools 	<p>Technology and science that shape society</p> <ul style="list-style-type: none"> – like language, ritual, and the arts, technology is an intrinsic part of human culture, and it both shapes society and is shaped by it – technology extends the ability of people to reach farther with their hands, voices, senses, and minds

GRADE 5 | LEARNING LANDSCAPE 2020-21

G5	SHARING THE PLANET	WHO WE ARE	HOW WE ORGANIZE OURSELVES	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES
Social studies	<p>Social organization and culture:</p> <ul style="list-style-type: none"> – reflect upon and show tolerance towards diversity in humans – identify common causes of local and global conflict – identify and describe strategies used to resolve conflicts – understand why the UN Declaration of Human Rights was created and describe some aspects of it 	<p>Social organization and culture:</p> <ul style="list-style-type: none"> understand the importance of relationships to our sense of self 	<p>Human systems and economic activities:</p> <ul style="list-style-type: none"> – identify major government systems around the world – identify and compare features of different political systems – give examples of the way governments can affect the lives of their citizens – identify roles, rights, and responsibilities of citizens in different places – understanding the German voting system 	<p>Human and natural environments and resources</p> <ul style="list-style-type: none"> – identify the uses human have made of natural materials – understand how the use of natural materials can impact the environment <p>Geography of Germany:</p> <ul style="list-style-type: none"> – research the geography of Germany including available natural materials from different regions – explore impact on the environment that the use of these materials has – present what they have learned to a wider audience. 	<p>Continuity and change through time</p> <ul style="list-style-type: none"> – describe some of the characteristics of a civilization – identify aspects of past civilizations that continue to have an impact today – explore similarities and differences between the past and present – use a timeline to sequence past civilizations – describe how evidence about the past is collected, analyzed, and validated – assess the validity and reliability of information sources 	<p>Social organization and culture</p> <ul style="list-style-type: none"> – describe the ways in which social issues may be reflected through the arts – demonstrate understanding of a chosen social issue through their own artwork

GRADE 5 | LEARNING LANDSCAPE 2020-21

G5	SHARING THE PLANET	WHO WE ARE	HOW WE ORGANIZE OURSELVES	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES
Mathematics (within the Programme Of Inquiry)	<p>An exploration into the rights and responsibilities of mathematicians in which stereotypes about what it means to be “good” at math will be unpacked. Community values and mindsets towards math will be discussed – setting up the class for positive math relationships and approaches for the school year.</p> <p>You-Cubed Lessons Math Mindset</p>	<p>A study of different collections and representations of data in connection with personal health. A personal reflection on personal health habits, from collected data, represented in graph form (ex. sleep patterns, daily nutrition, emotional health).</p> <p>Data Handling:</p> <ul style="list-style-type: none"> – discrete & continuous data – interpret and create scaled graphs – analyze data sets for mean, median, mode, minimum and maximum range <p>Measurement: elapsed time to the nearest minute</p>	<p>An inquiry into Berlin’s architecture - observing for evidence of two dimensional and three-dimensional shapes in building design. Using nets to create a three-dimensional capital city, designing the building necessary for a government to function.</p> <p>Shape and Space: classify, sort and create 2D and 3D shapes</p>	<p>A reflection on the importance of standard numerical notation when working in science. Application of unit conversions for different measurements (mass, capacity, etc.) during chemistry experiments. An inquiry into the role of a variable in math and in science.</p> <p>Measurement conversion between standard measurements for length, mass and capacity</p> <p>Pattern and Function variables</p>	<p>An inquiry into the measurement of time and an exploration of the use of scale. Reflection on how different scales and timelines can place emphasis on specific events. An exploration of maps and the coordinate plane – where the coordinate plane is used to document distances between important places on a map.</p> <p>Measurement</p> <ul style="list-style-type: none"> – timelines with scales – coordinate plane and ordered pairs 	<p>An inquiry into how patterns can be used to represent our world. Reflections on how math can be used as a language to communicate. An exploration of the role math plays in science and technology.</p> <p>Pattern and Function</p> <ul style="list-style-type: none"> – create, extend two change patterns – function table
Mathematics (outside the Programme of Inquiry)	Mathematics Café introduction		<p>Measurement:</p> <ul style="list-style-type: none"> – measure, compare and classify angles – area of compound shapes and triangles – volume of prisms 	Pattern and Function algebraic expressions		Data Handling probability
Number	<ul style="list-style-type: none"> – place value of whole and decimal numbers – compare, order and round whole and decimal numbers – written addition and subtraction strategies for whole numbers 	<ul style="list-style-type: none"> – written addition and subtraction strategies for decimal numbers to hundredths 	<ul style="list-style-type: none"> – use an understanding of common factors and multiples to create equivalent fractions with common denominators – order and compare fractions mixed numbers with unlike denominators 	<ul style="list-style-type: none"> – mental multiplication of whole and decimal numbers – written multiplication strategies for whole numbers 	<ul style="list-style-type: none"> – mental division of whole and decimal numbers – written division strategies for whole numbers 	<ul style="list-style-type: none"> – using rates, ratios, and percent

GRADE 5 | LEARNING LANDSCAPE 2020-21

G5	SHARING THE PLANET	WHO WE ARE	HOW WE ORGANIZE OURSELVES	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES
<p>Language Genre English and German</p>	<p>REALISTIC FICTION</p> <p>Conceptual Understandings</p> <ul style="list-style-type: none"> – Stories that people want to read are built around themes to which they can make connections. – Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act. <p>Reading REALISTIC FICTION realistic fiction novel study looking deeply at literary elements and theme focusing on conflict and perspective</p> <p>Writing REALISTIC FICTION The arc of story writing realistic fiction</p> <ul style="list-style-type: none"> – draft a realistic fiction piece, that focuses on elevating the significance of conflict and resolution within the story – begin a personal diary routine focusing on feelings and emotions and the zones of regulation 	<p>REALISTIC FICTION AND PERSONAL ESSAYS</p> <p>Conceptual Understandings</p> <ul style="list-style-type: none"> – The way we structure and organize our writing helps others to understand and appreciate it. – Reading and thinking work together to enable us to make meaning. <p>Reading REALISTIC FICTION & INFORMATIONAL TEXTS</p> <ul style="list-style-type: none"> – continue novel study focusing on growing up and how it affects identity as well as how emotions are expressed in literature – read and analyze poetry that uses figurative speech to express complicated emotions – read informational texts about the physical changes occurring to the human body during puberty <p>Writing REALISTIC FICTION The arc of story writing realistic fiction</p>	<p>AGUMENTATION AND PERSUASION</p> <p>Conceptual Understandings</p> <p>Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts.</p> <p>Identifying the main ideas in the text helps us to understand what is important.</p> <p>Reading INFORMATIONAL & PERSUASIVE TEXTS-</p> <ul style="list-style-type: none"> – Explore various informational non-fiction texts related to government systems. – connect various types of persuasive texts (editorial, speeches, propaganda, political campaign ads) to government systems and decisions <p>Writing Persuasive Essay BOXES AND BULLETS PERSUASIVE ESSAY write persuasively about issues important to the learner and connected to</p>	<p>SCIENTIFIC TEXTS AND LAB REPORTS</p> <p>Conceptual Understandings</p> <ul style="list-style-type: none"> – The way we structure and organize our writing helps others to understand and appreciate it. – Reading and thinking work together to enable us to make meaning. <p>Reading: INFORMATIONAL AND PROCEDURAL TEXTS IN SCIENCE use informational and procedural scientific texts and experiments to deepen understanding and engage with scientific concepts and expand scientific vocabulary</p> <p>Writing PROCEDURAL WRITING Lab Reports</p> <ul style="list-style-type: none"> – follow the steps of the scientific method to design and write a scientific experiment connected to chemical and physical change of matter – reflect on learning using scientific vocabulary 	<p>MYTHS, LEGENDS, HISTORICAL FICTION & NONFICTION</p> <p>Conceptual Understandings</p> <ul style="list-style-type: none"> – Knowing what we aim to achieve helps us to select useful reference material. – Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. <p>Reading HISTORICAL FICTION & INFORMATION TEXTS use non-fiction texts to research ancient civilizations. Explore historical fiction and myths and legends and realize that we can learn about and make connections with the past from these fictional texts</p> <p>Writing INFORMATIONAL REPORT WRITING Bringing history to life</p> <ul style="list-style-type: none"> – tackle historical research by collecting evidence and using details to vividly describe people and 	<p>SCIENCE FICTION, FANTASY and LITERARY ESSAY</p> <p>Conceptual Understandings</p> <ul style="list-style-type: none"> – Writing and thinking work together to enable us to express ideas and convey meaning. – Effective stories have a structure, purpose and sequence of events (plot) that help make the author’s intention clear. <p>Reading: SCIENCE FICTION & FANTASY</p> <ul style="list-style-type: none"> – discover ways that an author’s creativity inspires and connects people. – focus on analysis and inference skills to discover connections and to interpret the purpose and meaning of characters and mysterious worlds found in fantasy and science fiction texts <p>Writing Literary Essay THE LITERARY ESSAY-WRITING ABOUT FICTION</p> <ul style="list-style-type: none"> – apply essay writing skills with increasing sophistication by

GRADE 5 | LEARNING LANDSCAPE 2020-21

	<ul style="list-style-type: none"> – consider the intention and perspectives of others and how reflective diary writing can inspire development of meaningful fictional stories and characters <p>Speaking & Listening Conflict resolution involves communication skills that requires emotional regulation and considering the perspective of others as well as identifying the facts vs the opinions of each party.</p>	<p>Finish writing realistic fiction piece with a focus on revision and editing.</p> <p>Personal Essays BOXES AND BULLETS PERSONAL ESSAYS Plan and write a personal opinion essay about a topic of importance focusing on emotional connections</p> <p>Viewing and Presenting: investigate media techniques used to influence and persuade adolescent viewers</p>	<p>the impact of economic activities</p> <p>Speaking and Listening use argumentation skills to debate and share opinions about topics related to opportunities and social justice</p> <p>Viewing and Presenting interpreting oral, written or visual texts involves making an informed judgment about the intention of the message</p>	<p>Speaking and Listening discuss scientific content with a partner to enhance communication and language learning skills</p>	<p>events long ago and far away through a variety of writing genres</p> <p>Speaking and Listening investigate roots of languages from ancient times and how they have infused the languages spoken or written in our classroom</p>	<p>composing literary essays about fiction texts</p> <ul style="list-style-type: none"> – write poems and ballads considering their structure with the purpose to entertain. Use figurative language to create mood or atmosphere. – explore various technology options to publish and share writing with a wider community <p>Speaking and Listening:</p> <ul style="list-style-type: none"> – creatively use new technologies to extend, enhance or re-imagine communication – write and create a vlog or podcast with the purpose to entertain and communicate a chosen message
<p>German and English Language outside the Programme of Inquiry</p>	<p>Conceptual Understandings:</p> <ul style="list-style-type: none"> – Sentence structure and word order differ between languages. – The grammatical structures of a language enable members of a language community to communicate with each other. – Rereading and editing our own writing enable us to express what we want to say more clearly. – Asking questions of ourselves and others helps to make our writing more focused and purposeful <hr/> <p>German Language Use & Conventions Yearlong Progressions:</p> <ul style="list-style-type: none"> – explore and apply German spelling rules and word structures – use academic vocabulary lists, dictionaries and thesauri to expand vocabulary and correctly spell and use new terms – understand and apply increasingly complex German language conventions <hr/> <p>English Language Use & Conventions Yearlong progressions:</p> <ul style="list-style-type: none"> – English spelling & word study groups – use academic language word lists, dictionaries and thesauri to expand vocabulary, correctly spell and apply new words – understand and apply increasingly complex English language conventions 					

GRADE 5 | LEARNING LANDSCAPE 2020-21

G5	SHARING THE PLANET	WHO WE ARE	HOW WE ORGANIZE OURSELVES	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES
<p>Arts within the Programme of Inquiry</p>	<p>The arts provide us with multiple perspectives.</p> <p>Visual Arts</p> <ul style="list-style-type: none"> – develop routines and responsible habits as part of being an artist – create art pieces based upon individual interests <p>Music</p> <p>develop individual responsibility as part of singing together</p> <p>Musical/Drama</p> <ul style="list-style-type: none"> – identify and prepare for a role in the musical – demonstrate an understanding of a casting for a role and all this entails – apply self-management and social skills through the casting process – demonstrate responsibility as part of developing and learning in an ensemble 	<p>Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</p> <p>Visual Arts</p> <ul style="list-style-type: none"> – apply knowledge and understanding of stereotypes to create a magazine cover using collage as a medium – use cartooning techniques to express different emotions and feelings – identify and explain different emotions and feelings based on reading facial expressions <p>Music</p> <ul style="list-style-type: none"> – explain and evaluate the changes and causes of change to the voice during puberty – learn and perform the song from the Brady Bunch ‘Time to Change’ <p>Musical/Drama</p> <p>content is musical driven but conceptual focus on Communication and personal development and social skills.</p>	<p>Visual Arts</p> <ul style="list-style-type: none"> – explore street art as a medium for expression – research and evaluate different styles of graffiti – develop an individual graffiti style and create a piece – explore how graffiti and its purpose has changed in Berlin through time <p>Music</p> <p>explore music that is informing, and informed by, political movements e.g. Civil rights movement, DDR fall of Berlin Wall, Marriage equality movement</p> <p>Musical/Drama</p> <p>research a character or storyline with the musical and analyse and make connections</p>	<p>Visual Arts</p> <p>explore the concept of light and shadow through observational drawing</p> <p>Music</p> <ul style="list-style-type: none"> – develop an awareness and appreciation of music from different sources and cultures; opera – explore and analyse the structure/form of opera <p>Musical/Drama</p> <p>explore and develop an understanding and awareness of the form and function of set design</p>	<p>People communicate across cultures, places, and times through arts.</p> <p>Visual Arts</p> <ul style="list-style-type: none"> – explore patterns both ancient and current – select, research and develop an idea of theme for an artwork – explore linocut as an artistic technique including transferring drawing to material carving – demonstrate an understanding of the design process – create hybrid animals as artifacts from ancient civilizations <p>Music, Musical/Drama</p> <ul style="list-style-type: none"> – create a supportive environment for peers; developing ensemble attitudes and skills – demonstrate caring for others and develop personal responsibility for preparedness. – demonstrate an understanding of various health and safety issues e.g. staging a performance – represent the school as responsible students. 	<p>Visual Arts</p> <p>create and design a representative symbol that communicates elements of self.</p> <p>Music</p> <p>use recording technology to record and apply basic edits to an ensemble performance</p> <p>Musical/Drama</p> <ul style="list-style-type: none"> – formulate and communicate feedback on self and peers; develop effective communication skills – reflection on the production process, accepting and acting on feedback to improve

GRADE 5 | LEARNING LANDSCAPE 2020-21

G5	SHARING THE PLANET	WHO WE ARE	HOW WE ORGANIZE OURSELVES	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES
<p>Arts outside the Programme of Inquiry</p>	<p>Visual Arts</p> <ul style="list-style-type: none"> – engage in sketch book and journaling routines as part of developing arts skills and reflective practices – explore different artists such as Julian Opie and Frida Kahlo and develop an understanding of self-portraits <p>Music</p> <p>Singing unit: People communicate stories and dramatic action using their voices.</p> <ul style="list-style-type: none"> – explore Solfege, breath, tone, range and expression as part of developing singing skills – understand individual responsibility as part of an ensemble of singers 	<p>Visual Arts</p> <p>explore collage as an artistic medium</p> <p>Music</p> <p>Ukulele unit</p> <ul style="list-style-type: none"> – learn basic chords and strumming techniques – collaborate in small ensembles – read chord charts and forms of alternative notation 	<p>Visual Arts</p> <ul style="list-style-type: none"> – explore historical perspectives through art journaling and sketch noting – engage in self-reflection as part of the artistic process <p>Musical/Drama</p> <ul style="list-style-type: none"> – develop and apply dramatic techniques that are appropriate to the chosen piece – Making connections between characters and the chosen piece. Developing drama skills to suit the piece. 	<p>Visual Arts</p> <p>design promotional art pieces for advertising purposes using a variety of techniques and tools to attract the viewer</p> <p>Music</p> <ul style="list-style-type: none"> – explore Opera as a musical form of theatre; develop an understanding of the historical development of Opera – demonstrate an understanding of the importance of appropriate staging in Opera – explore diverse perspectives in relation Opera <p>Musical/Drama</p> <ul style="list-style-type: none"> – reflect upon the musical process; bringing a production to performance – research, add props and costumes to enhance final performance 	<p>Music</p> <p>continue to develop knowledge and understanding of music theory as part of a year long unit</p> <p>Musical/Drama</p> <ul style="list-style-type: none"> – develop a deeper understanding of the creative process in bringing a musical production to performance; rehearsal practices, reflection and self-management skills – consider the advice and feedback of others as an essential part of the creative process 	<p>Music</p> <p>apply knowledge and understanding of composition and performance to create and perform a musical piece; including chord structure, choice of instruments, rehearsal, recording and editing</p>

GRADE 5 | LEARNING LANDSCAPE 2020-21

G5	SHARING THE PLANET	WHO WE ARE	HOW WE ORGANIZE OURSELVES	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES
<p>Physical Education within the Programme of Inquiry</p>	<p>Games: understand that every game has its own space, rules and participants with their roles and responsibilities</p>	<p>Active Living: – identify and participate in activities we enjoy can motivate us to maintain a healthy lifestyle – identify the connection between exercise, nutrition, and physical well-being</p> <p>Health related fitness – record sleep and food habits – record choices in PE for exercise and what it means to choose a healthy lifestyle (nutrition lesson)</p>	<p>Invasion Games develop strategies and approaches</p>	<p>Adventure challenges overcome obstacles collaboratively</p>	<p>Active Living – recognize the importance of moderation in relation to safe personal behavior – explore yoga as a connection to ancient civilization</p>	<p>Movement composition – respond through movement to a range of stimuli – express feelings and moods using imagination and original ideas – learn, create, and perform movement sequences – demonstrate controlled combinations of movement, changing speed and travelling in different directions – combine locomotor and non-locomotor skills to improve rhythmic response</p>
<p>Physical Education outside the Programme of Inquiry</p>		<p>understand our limits and use moderation strategies for maintaining a safe and healthy lifestyle</p>	<p>Individual pursuits track personal health study</p>			