

G2

Who we are

Area of TD Theme	<ul style="list-style-type: none">• the nature of self• human relationships including families, friends, communities and cultures
Central Idea	Communication builds relationships.
Key Concepts	<ul style="list-style-type: none">• Function• Perspective• Connection
Related concepts	communications, relationships, roles
Lines Inquiry	<ul style="list-style-type: none">• Different ways to communicate• Our home languages• Challenges communicating within an international environment• Role of communication in building relationships
Learner Profile	Communicators, Open-minded, Reflective
Attitudes	Appreciation, Respect, Tolerance, Confidence
How Singapore will be used to facilitate the inquiry	Asking parents and/or locals to share in the challenges associated with speaking and/or understanding a different dialect of English.
Teacher Provocations	<ul style="list-style-type: none">• House building (nonverbal/verbal)• Botanic Garden trip - team building• Skype call• Parent guest speaker (nonverbal & cultural communication)

Subject Focus	PSPE, Humanities, Performing Arts, Mandarin
Subject Specific Skills	<p>Humanities:</p> <ul style="list-style-type: none"> • Formulate and ask questions about the past, future, places and society. Orientate in relation to place and time <p>Physical Education:</p> <ul style="list-style-type: none"> • How communication can help/hurt relationships and affect teamwork and game play.
Subject Specific Knowledge	<p>Humanities:</p> <ul style="list-style-type: none"> • Analyse how people from different cultures interact <p>PSPE:</p> <ul style="list-style-type: none"> • Understanding the concept of communication
Core ATL's (TD Skills)	<p><u>Thinking Skills:</u> comprehension, analysis, metacognition <u>Research Skills:</u> formulating questions <u>Communication Skills:</u> listening, speaking, nonverbal communication <u>Social Skills</u> - group decision making, respecting others, cooperating, resolving conflict <u>Self-Management Skills:</u> fine motor skills, making informed choices</p>
Integrators contributions	<p>Develop vocabulary for communication (Mandarin) Google Apps Introduction Team Building & Problem Solving (PE) Exploring culture through the arts (PA)</p>
What does a Grade Level appropriate understanding of this central idea look like?	Communicating in different ways helps me to connect with people.
The essence of this unit in less than 20 words	Students will learn how to use various forms of communication in different contexts.

Where we are in place and time

Area of TD Theme	<ul style="list-style-type: none">● discoveries, explorations and migrations of humankind● the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives
Central Idea	We learn about civilizations from what was left behind.
Key Concepts	<ul style="list-style-type: none">● Connection● Function● Change
Related concepts	civilizations, discovery, history
Lines Inquiry	<ul style="list-style-type: none">● Archaeology● Ancient Civilization - Pompeii● Evidence we will leave behind
Learner Profile	Thinkers, Risk-Takers
Attitudes	Curiosity, Commitment
How Singapore will be used to facilitate the inquiry	Trips to Asian Civilisation Museum and Fort Canning Ancient History Trail as provocation for and culmination of inquiring into artefacts found in the region.
Teacher Provocations	<ul style="list-style-type: none">● Map of school - hunt● Archaeological dig● Artefact exploration● Walking Tour of Fort Canning's Ancient Walking Trail

Subject Focus	Visual Arts, Humanities
Subject Specific skills	Humanities: <ul style="list-style-type: none"> • Use and analyse evidence from a variety of historical, geographical and societal sources. Orientate in relation to place and time. Assess the accuracy, validity, and possible bias of sources
Subject Specific Knowledge	Humanities: <ul style="list-style-type: none"> • Interpret how places and people influence each other Visual Arts <ul style="list-style-type: none"> • Understand the cultural origin of selected pieces of art
Core ATL's (TD Skills)	Research Skills: collecting data, organising data Communication Skills: reading, writing
Integrators contributions	Guest speakers for this unit about Chinese civilization (Mandarin) Various aspects of art history (Visual Arts)
What does a Grade Level appropriate understanding of this central idea look like?	I can learn about the past by looking at things from long ago.
The essence of this unit in less than 20 words	Students will understand that found artefacts tell a story of the past, and can make connections between the past and present.

How we express ourselves

Area of TD Theme	<ul style="list-style-type: none"> the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
Central Idea	Images express meaning.
Key Concepts	<ul style="list-style-type: none"> Function Connection Reflection
Related concepts	patterns, features
Lines Inquiry	<ul style="list-style-type: none"> Responding to images Evaluation of images Creation of images
Learner Profile	Communicators, Open-minded
Attitudes	Empathy, Enthusiasm, Tolerance, Creativity
How Singapore will be used to facilitate the inquiry	Visit to the National Gallery and Keppel Centre for Art Education with a guided tour featuring South-East Asia artists.
Teacher Provocations	<ul style="list-style-type: none"> Grade 10 art students Trip to art gallery G2 Art Gallery
Subject Focus	Visual Arts, Performing Arts, Literacy, Mandarin

Subject Specific skills	Literacy: <ul style="list-style-type: none"> Identifying factors that influence personal reactions to visual texts
Subject Specific Knowledge	Literacy: <ul style="list-style-type: none"> Comprehend, respond to, and analyse a wide variety of literary texts. Demonstrate an appreciation of reading. Apply understanding of the author's craft Visual Arts <ul style="list-style-type: none"> Understand the existence of various styles of art.
Core ATL's (TD Skills)	<u>Thinking Skills:</u> acquisition of knowledge, synthesis, evaluation <u>Communication Skills:</u> viewing, presenting <u>Self-Management Skills:</u> spatial awareness, time management
Integrators contributions	Creative pieces inspired by artwork (Performing Arts) Create in response to the works of the Masters(Visual Arts) Chinese paper cutting (Mandarin) Digital Design
What does a Grade Level appropriate understanding of this central idea look like?	There are stories and meanings behind pictures.
The essence of this unit in less than 20 words	Students explore ways to respond to, create and reflect on various images.

How the world works

Area of TD Theme	<ul style="list-style-type: none">• how humans use their understanding of scientific principles
Central Idea	Changes in matter affect our environment.
Key Concepts	<ul style="list-style-type: none">• Form• Causation• Connection
Related concepts	Non-Standard units, changes of state, chemical & physical changes
Lines Inquiry	<ul style="list-style-type: none">• The ways in which matter affects our lives• The properties of matter• Water cycle
Learner Profile	Inquirers, Thinkers, Communicators
Attitudes	Appreciation, Curiosity
How Singapore will be used to facilitate the inquiry	Observe the weather in Singapore and make connections to the Water Cycle and how it affects their lives
Teacher Provocations	<ul style="list-style-type: none">• Guest speaker• Field trips to Preston kitchen
Subject Focus	Mathematics, Science

Subject Specific skills	<p>Science:</p> <ul style="list-style-type: none"> ● Observe carefully in order to gather data. ● Use a variety of instruments and tools to measure data accurately. ● Use scientific vocabulary to explain observations and experiences. ● Plan and carry out systematic investigations, manipulating variables as necessary. ● Make and test predictions. ● Interpret and evaluate data gathered in order to draw conclusions
Subject Specific Knowledge	<p>Math:</p> <ul style="list-style-type: none"> ● Use non standard units of measurement to solve problems
Core ATL's (TD Skills)	<p>Thinking Skills: application Research Skills: planning Communication Skills: presenting Social Skills: cooperating, adopting a variety of group roles Self-Management Skills: safety</p>
Integrators contributions	Explore the change of state of matter in artmaking(Visual Arts)
What does a Grade Level appropriate understanding of this central idea look like?	Solids, liquids and gases can change.
The essence of this unit in less than 20 words	Students understand that matter has properties and can be changed naturally and by us.

How we organize ourselves

Area of TD Theme	<ul style="list-style-type: none">● economic activities and their impact on humankind and the environment.
Central Idea	Exchange systems help our community.
Key Concepts	<ul style="list-style-type: none">● Form● Function● Causation
Related concepts	system, money, history, interdependence, values
Lines Inquiry	<ul style="list-style-type: none">● Forms of exchange● How people earn and use money● How exchange systems affect Singapore
Learner Profile	Knowledgeable, Reflective, Caring
Attitudes	Cooperation, Respect, Integrity
How Singapore will be used to facilitate the inquiry	Exploring currency from around the world, including Singapore coins and notes. Exploring how Singapore was part of the Silk Road and the routes taken around this area and their influence on Singapore.
Teacher Provocations	<ul style="list-style-type: none">● Kids bring in money● Swap Shop● Maritime Museum at Sentosa
Subject Focus	Mathematics, Humanities

Subject Specific skills	Humanities: <ul style="list-style-type: none"> • Formulate and ask questions about the past, the future, places and society. Use and analyse evidence from a variety of historical, geographical and societal sources
Subject Specific Knowledge	Mathematics: <ul style="list-style-type: none"> • Apply strategies to solve money related problems up to \$1 and beyond Humanities: <ul style="list-style-type: none"> • Understand the causes and effects of trading and the systems of exchange. Describe how goods and services can be exchanged
Core ATL's (TD Skills)	<u>Thinking Skills:</u> evaluation <u>Research Skills:</u> collecting data, recording data <u>Communication Skills:</u> writing, presenting <u>Self-Management Skills:</u> organisation, codes of behaviour
Integrators contributions	
What does a Grade Level appropriate understanding of this central idea look like?	Exchange systems help us get the things we need.
The essence of this unit in less than 20 words	Students recognise that there are different exchange systems in their daily lives and understand their functions.

Sharing the planet

Area of TD Theme	<ul style="list-style-type: none">● 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
Central Idea	Animals and their habitats are connected.
Key Concepts	<ul style="list-style-type: none">● Function● Responsibility● Causation
Related concepts	ecosystems, adaptation, conservation, sustainability, dependence
Lines Inquiry	<ul style="list-style-type: none">● Needs of animals● Food webs● The consequences of imbalance within habitats
Learner Profile	Inquirers, Principled, Balanced
Attitudes	Curiosity, Independence, Integrity
How Singapore will be used to facilitate the inquiry	Trip to Kent Ridge to examine the habitats in a local area, and creating food webs to explore the interconnected of the animals and their habitats.
Teacher Provocations	<ul style="list-style-type: none">● Schoolyard exploration● Kent Ridge visit● Snails- mini-habitat

Subject Focus	Science, Humanities
Subject Specific skills	<p>Science:</p> <ul style="list-style-type: none"> Observe carefully in order to gather data. Use scientific vocabulary to explain their observations and experiences
Subject Specific Knowledge	<p>Humanities:</p> <ul style="list-style-type: none"> Presenting factors that can impact the balance within an ecosystem
Core ATL's (TD Skills)	<p>Thinking Skills: acquisition of knowledge, synthesis, dialectical thought</p> <p>Research Skills: observing, recording data, organising data</p> <p>Communication Skills: presenting</p> <p>Social Skills: Accepting responsibility</p>
Integrators contributions	Responding to landscapes painted by artists as animal habitats and explore food webs (Visual Arts)
What does a Grade Level appropriate understanding of this central idea look like?	Animals live in habitats that give them what they need to survive
The essence of this unit in less than 20 words	Students understand that we are interconnected because we share resources, and our use impacts nature.