

### Who we are

Area of TD Theme	<ul style="list-style-type: none"><li>● rights and responsibilities</li><li>● what it means to be human</li></ul>
Central Idea	With rights come responsibilities.
Key Concepts	<ul style="list-style-type: none"><li>● Connection</li><li>● Responsibility</li></ul>
Related concepts	values, rights, responsibilities, relationships
Lines of Inquiry	<ul style="list-style-type: none"><li>● Rights and responsibilities we have</li><li>● Being a responsible member of our community</li><li>● Connection between rights and responsibilities</li></ul>
Learner Profile	Caring, Principled, Reflective,
Attitudes	Empathy, Integrity, Respect, Tolerance
How Singapore will be used to facilitate the inquiry	Children's rights in Singapore When did Singapore sign and ratify the convention?
Teacher Provocations	<ul style="list-style-type: none"><li>● Students are told that we are cancelling break and lunch so we can get more work done. Chn to write a letter in response.</li><li>● Chn look at photos of chn who do not have their rights. Chalk talk.</li></ul>
Subject Focus	Humanities, Literacy, Digital Citizenship, PSPE
Subject Specific skills	Literacy: <ul style="list-style-type: none"><li>● Listening &amp; Speaking: listen appreciatively and responsively, presenting their own point of view and respecting the views of others.</li><li>● Reading: Use literature to support central idea and Daily Five strategies (respond to and show empathy to characters, identify story elements, find</li></ul>

	<p>main ideas and summarise). Read non-fiction posters and pamphlets connected to the UN Convention of Children’s Rights.</p> <ul style="list-style-type: none"> <li>● Writing: Word Choice focus in Six Traits (linked to our UoI in taking responsibility for our actions)</li> </ul> <p>Digital Citizenship/technology:  <a href="#">The Power of Words</a></p> <ul style="list-style-type: none"> <li>● empathize with those who have received mean and hurtful messages.</li> <li>● judge what it means to cross the line from harmless to harmful communication online.</li> <li>● generate solutions for dealing with cyberbullying.</li> </ul>
Subject Specific Knowledge	<p>Humanities:</p> <ul style="list-style-type: none"> <li>● <i>the role of the United Nations in defining and defending human rights</i></li> <li>● <i>the UN Convention on the Rights of the Child</i></li> <li>● <i>freedom of expression is a right but we have a responsibility for what we say and its impact</i></li> </ul> <p>PSPE:</p> <ul style="list-style-type: none"> <li>● Describe how respect, empathy and valuing diversity can positively influence relationships</li> </ul> <p>Digital citizenship/technology:  <a href="#">Rings of Responsibility</a></p> <ul style="list-style-type: none"> <li>● reflect upon their offline responsibilities.</li> <li>● examine their online responsibilities.</li> <li>● learn that good digital citizens are responsible and respectful in the digital world (and beyond).</li> </ul> <p>Physical Education:</p> <ul style="list-style-type: none"> <li>● How do rights and responsibility affect physical activity and sport.</li> </ul>
Core ATL’s (TD Skills)	<p><b>Social Skills:</b> Accepting Responsibility, Resolving Conflict, Group Decision Making, and Respecting Others</p> <p><b>Communication Skills:</b> Listening</p> <p><b>Thinking Skills:</b> Dialectical Thought and Metacognition</p> <p><b>Research Skills:</b> Formulating Questions</p> <p><b>Self Management Skills:</b> Codes of Behaviour, Safety, Informed Choices and</p>

	Healthy Lifestyles
Integrators contributions	Digital Citizenship (Technology/PSPE)
What does a Grade Level appropriate understanding of this central idea look like?	Students can identify some rights of a child . Students can describe the connection between some rights and responsibilities and where that responsibility lies.
The essence of this unit in less than 20 words	Students examine how they speak to and about each other and transfer their understanding to rights and responsibilities in the wider world.

**Where we are in place and time**

Area of TD Theme	<ul style="list-style-type: none"><li>• orientation in place and time</li><li>• the discoveries, explorations and migrations of humankind</li></ul>
Central Idea	Inventions have changed the world.
Key Concepts	<ul style="list-style-type: none"><li>• Change</li><li>• Perspective</li><li>• Causation</li></ul>
Related concepts	consequences, progress, innovation, time
Lines of Inquiry	<ul style="list-style-type: none"><li>• Inventors across time</li><li>• The ways inventions impact societies</li></ul>
Learner Profile	Thinkers, Communicators
Attitudes	Appreciation, Confidence and Empathy
How Singapore will be used to facilitate the inquiry	Singapore's usage of solar power to help the environment.
Teacher Provocations	<ul style="list-style-type: none"><li>• The Lorax by Dr Seuss, model before and after to show the impact of industrialisation.</li><li>• Chalk talk of 3 photos of different inventions (Chinese compass, steam train and the spinning jenny, the lightbulb and printing press)</li></ul>
Subject Focus	Humanities, Performing Arts

<p>Subject Specific skills</p>	<p>Drama:</p> <ul style="list-style-type: none"> <li>● Staging and Stage Direction: downstage, upstage, stage left, face audience, diagonal to audience.</li> <li>● Projection and Expression.</li> <li>● Improvisation: building character through questioning (CONNECTION TO HOT SEAT IN LITERACY).</li> <li>● Pantomime and Body Language.</li> </ul> <p>Humanities:</p> <ul style="list-style-type: none"> <li>● <i>Locate and read dates on a timeline (connected to inventions).</i></li> <li>● <i>Calculate how long ago things happened in the common era.</i></li> </ul> <p>Literacy:</p> <ul style="list-style-type: none"> <li>● Use search engines and databases to locate information.</li> <li>● Use text features to skim and scan nonfiction texts.</li> <li>● Find main ideas and summarise nonfiction texts.</li> </ul>
<p>Subject Specific Knowledge</p>	<p>Humanities:</p> <ul style="list-style-type: none"> <li>● Identify examples in which tools and techniques have changed the lives of people.</li> <li>● Examine ways in which tools and techniques make certain tasks easier.</li> <li>● Analyze changes in scientific knowledge and technology that have affected your host country.</li> <li>● Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.</li> <li>● Understand major discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them.</li> <li>● <i>Know language items related to chronology: century, decade, millennium, A.D./C.E, B.C./B.C.E</i></li> </ul>
<p>Core ATL's (TD Skills)</p>	<p><b><u>Self- Management Skills:</u></b> Gross Motor Skills and Spatial Awareness  <b><u>Communication Skills:</u></b> Writing, Viewing and Presenting  <b><u>Thinking Skills:</u></b> Acquisition of Knowledge, Comprehension, Synthesis and Dialectical Thought  <b><u>Research Skills:</u></b> Organize, Interpret, and Present Data</p>

	<b><u>Social Skills:</u></b> Cooperating, Group Decision Making, and Adopting a Variety of Roles
Integrators contributions	<p>Introduce Chinese ancient inventions (powder, print, compass, paper) (Mandarin)</p> <p>Research in nonfiction books, bibliography, kids' search engines and subscriptions (Library)</p> <p>Drama games and exercises to prepare students for debates (Performing Arts)</p> <p>Design Thinking as a tool to solve problems(Visual Arts &amp; Design)</p>
What does a Grade Level appropriate understanding of this central idea look like?	Student can identify an invention and the direct positive and negative impact it has had on individuals and society.
The essence of this unit in less than 20 words	Students learn how inventions have changed societies around the world, including Singapore.

**How we express ourselves**

Area of TD Theme	<ul style="list-style-type: none"> <li>ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</li> </ul>
Central Idea	The tools we use to express our ideas.
Key Concepts	<ul style="list-style-type: none"> <li>Perspective</li> <li>Reflection</li> </ul>
Related concepts	expression, movement, rhythm
Lines of Inquiry	<ul style="list-style-type: none"> <li>Artistic expression in different cultures</li> <li>How technological advances have affected expression</li> </ul>
Learner Profile	Communicators, Risk-Takers, Thinkers, Reflective
Attitudes	Cooperation, Appreciation, Commitment, Creativity, Confidence
How Singapore will be used to facilitate the inquiry	Visit to the Singapore Tyler Print Institute.
Teacher Provocations	<ul style="list-style-type: none"> <li>Listen to war and water pieces from different cultures. Chn to draw the ideas they think the music is expressing.</li> <li>High school music students to come and share their instruments with the G3 chn. Discuss how it works, the sounds it makes, different parts etc.</li> <li>Types of materials that were readily available to make art tools (taught by art teacher).</li> <li>Evolution of the recorder (taught by PA teacher).</li> <li>Impact of technology on expression; GarageBand.</li> <li>Design component: making instruments out of different materials in the lab</li> </ul>

	and looking at the differences in sound and expression.
Subject Focus	Performing Arts, Visual Arts, Mandarin
Subject Specific skills	<p>Performing Arts:</p> <ul style="list-style-type: none"> <li>● Play the recorder.</li> <li>● Conduct a survey of musical instruments from around the world.</li> </ul> <p>Visual Arts</p> <ul style="list-style-type: none"> <li>● Folk art and the tools used to express their ideas</li> </ul>
Subject Specific Knowledge	<p>Performing Arts:</p> <ul style="list-style-type: none"> <li>● <i>Understand how local materials affect instrument creation.</i></li> <li>● <i>Know how production technology has affected how people express themselves musically.</i></li> </ul> <p>Visual Arts:</p> <ul style="list-style-type: none"> <li>● <i>Compare, contrast and categorize artworks from a range of cultures</i></li> <li>● <i>Identify, plan and make specific choices of materials, tools and processes.</i></li> </ul>
Core ATL's (TD Skills)	<p><b><u>Communication Skills:</u></b> Listening and Nonverbal Communication</p> <p><b><u>Thinking Skills:</u></b> Application and Dialectical Thought</p> <p><b><u>Research Skills:</u></b> Observing</p> <p><b><u>Self-Management Skills:</u></b> Fine Motor Skills</p>
Integrators contributions	<p>Chinese calligraphy painting (Mandarin)</p> <p>How a range of art movements has expressed similar ideas in different ways for example Cubism, Expressionism, Impressionism, Pointillism. (Visual Arts)</p> <p>Using Garageband (PA)</p> <p>The history of the recorder (PA)</p>
What does a Grade Level appropriate understanding of this central idea look like?	Identify and explain how different tools are used to express ideas.



The essence of this unit in less than 20 words	Students learn to express their ideas through technology, poetry, music and art.
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### How the world works

Area of TD Theme	<ul style="list-style-type: none"> <li>the natural world and its laws</li> <li>how humans use their understanding of scientific principles</li> </ul>
Central Idea	Understanding forces helps us to use them.
Key Concepts	<ul style="list-style-type: none"> <li>Form</li> <li>Change</li> <li>Function</li> </ul>
Related concepts	forces, energy, physics, cause and effect, work
Lines Inquiry	<ul style="list-style-type: none"> <li>Forces around us</li> <li>Newton's laws of force and motion</li> </ul>
Learner Profile	Inquirers, Reflective, Knowledgeable, Thinkers
Attitudes	Commitment, Curiosity, Independence
How Singapore will be used to facilitate the inquiry	Visit the Science Centre.
Teacher Provocations	<ul style="list-style-type: none"> <li>Stations of activities for different forces. Chn to describe what they think is happening. Put it into video format.</li> <li>Push and pull activities.</li> </ul>
Subject Focus	Science, Mathematics, Design
Subject Specific Skills	Science:

	<ul style="list-style-type: none"> <li>● Observe carefully in order to gather data.</li> <li>● Use scientific vocabulary to explain their observations and experiences.</li> <li>● Identify or generate a question or problem to be explored.</li> <li>● Plan and carry out systematic investigations, manipulating variables as necessary.</li> <li>● Make and test predictions.</li> <li>● Interpret and evaluate data gathered in order to draw conclusions.</li> <li>● Consider scientific models and applications of these models (including their limitations).</li> </ul>
Subject Specific Knowledge	<p>Science:</p> <ul style="list-style-type: none"> <li>● Identify contact/non-contact forces that affect motion of an object. i.e. gravity, magnetism, collision.</li> <li>● Understand that the Earth's gravity pulls any object towards it without touching it.</li> <li>● Explain that the strength of a force and mass of an object influence the amount of change in an object's motion.</li> <li>● Understand Newton's 3 Laws and their relationship to everyday actions.</li> </ul>
Core ATL's (TD Skills)	<p><b>Social Skills:</b> Group Decision Making,  <b>Communication Skills:</b> Speaking  <b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, and Application  <b>Self-Management Skills:</b> Fine Motor Skills, Organization, Time Management and Safety</p>
Integrators contributions	<p>Design their own marble run using recycled materials (Design &amp; Technology)  Explore the different forces used in creating artworks(Visual Arts)</p>
What does a Grade Level appropriate understanding of this central idea look like?	<p>The student can identify how forces are at work in examples from their life and explain them in terms of Newton's Laws of Motion; what makes things move, accelerate and stop.</p>
The essence of this unit in less than 20 words	<p>Students learn about Newton's Laws of Motion and how they are applied in daily</p>

	life.
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**How we organize ourselves**

Area of TD Theme	<ul style="list-style-type: none"> <li>the interconnectedness of human-made systems and communities</li> </ul>
Central Idea	Successful cities support the needs of individuals and society.
Key Concepts	<ul style="list-style-type: none"> <li>Function</li> <li>Connection</li> <li>Causation</li> </ul>
Related concepts	systems, interdependence
Lines Inquiry	<ul style="list-style-type: none"> <li>Sanitation</li> <li>Systems that help a city to run successfully</li> </ul>
Learner Profile	Reflective, knowledgeable, thinkers
Attitudes	Cooperation, creativity, enthusiasm
How Singapore will be used to facilitate the inquiry	Visit from WTO to look at sanitation system in Singapore.
Teacher Provocations	<ul style="list-style-type: none"> <li>An email arrives from the principle telling us that the buses are cancelled! How are we going to get home?</li> </ul>
Subject Focus	Humanities, Mathematics
Subject Specific skills	<i>Humanities:</i>

	<ul style="list-style-type: none"> <li>• <i>Locate items, children's addresses and navigate using Google Earth and Maps.</i></li> <li>• <i>Explain how bacteria can enter a water source and be transmitted (faecal-oral route)</i></li> </ul> <p><i>Math:</i></p> <ul style="list-style-type: none"> <li>• <i>Find locations on a grid using coordinates.</i></li> <li>• <i>Read schedules and timetables.</i></li> <li>• <i>Calculate elapsed time (journeys).</i></li> </ul> <p><i>Literacy (reading/viewing):</i></p> <ul style="list-style-type: none"> <li>• <i>Read and draw network diagrams and flowcharts.</i></li> <li>• <i>Use text features in print and online materials such as legends.</i></li> </ul>
Subject Specific Knowledge	<p><i>Humanities:</i></p> <ul style="list-style-type: none"> <li>• <i>Understand that countries are divided into postal districts and individual buildings have addresses and postal codes.</i></li> <li>• <i>Evaluate why communities create and adopt systems of organization and how they address human needs and responsibilities.</i></li> </ul> <p><i>Mathematics:</i></p> <ul style="list-style-type: none"> <li>• <i>Develop vocabulary associated with mapping.</i></li> </ul>
Core ATL's (TD Skills)	<p><b>Social Skills:</b> Cooperating and Group Decision Making</p> <p><b>Communication Skills:</b> Reading (non traditional print such as maps, signs, etc...) and presenting</p> <p><b>Thinking Skills:</b> Analysis, Synthesis and evaluation</p> <p><b>Self Management Skills:</b> Spatial Awareness, organisation and healthy lifestyles</p> <p><b>Research Skills:</b> Collecting and Presenting Data</p>
Integrators contributions	Develop vocabulary for transport systems and communication (Mandarin).
What does a Grade Level appropriate understanding of this central idea look like?	Student can describe how a system works, give one or two examples of how these systems support people's lives and explain what would happen if that system failed or did not exist.

The essence of this unit in less than 20 words	Students learn how different systems support a city to function successfully.
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### Sharing the planet

Area of TD Theme	<ul style="list-style-type: none"> <li>● rights and responsibilities in the struggle to share finite resources with other people and with other living things</li> </ul>
Central Idea	Access to resources alters the way people live.
Key Concepts	<ul style="list-style-type: none"> <li>● Responsibility</li> <li>● Causation</li> </ul>
Related concepts	water cycle, resources
Lines Inquiry	<ul style="list-style-type: none"> <li>● Accessibility of water</li> <li>● Impact of shortages of resources on people's lives</li> <li>● Actions we can take</li> </ul>
Learner Profile	Inquirers, principled, open-minded, balanced
Attitudes	Appreciation, cooperation, empathy
How Singapore will be used to facilitate the inquiry	Learning how Singapore gets access to water with a visit to NeWater. Spending time at the Foodbank to volunteer our services
Teacher Provocations	<ul style="list-style-type: none"> <li>● Children are given different amounts of clean/dirty water to share over the course of the week.</li> </ul>

Subject Focus	Science, Humanities
Subject Specific skills	<ul style="list-style-type: none"> <li>● Compare and synthesize personal and other experiences of accessing and using water.</li> <li>● <i>Use appropriate units of measurement for liquids.</i></li> </ul>
Subject Specific Knowledge	<p>Science:</p> <ul style="list-style-type: none"> <li>● Understand the concept that resources can be renewable or reused.</li> <li>● <i>Explain the water cycle including groundwater.</i></li> <li>● Observe carefully in order to gather data.</li> <li>● Use a variety of instruments and tools to measure data accurately.</li> <li>● Plan and carry out systematic investigations, manipulating variables as necessary.</li> <li>● Make and test predictions.</li> <li>● Interpret and evaluate data gathered in order to draw conclusions.</li> </ul> <p>Humanities:</p> <ul style="list-style-type: none"> <li>● Understand how to take personal responsibility in water conservation and management.</li> <li>● Analyze how access to water affects daily activities and lifestyle.</li> <li>● Understand the connection between the natural environment, land use, employment opportunities, and the development of communities.</li> <li>● <i>Know and explain how Singapore sources and processes drinking water (the Four National Taps)</i></li> </ul>
Core ATL's (TD Skills)	<p><b><u>Social Skills:</u></b> Resolving Conflicts  <b><u>Thinking Skills:</u></b> Application  <b><u>Research Skills:</u></b> Collecting, Recording and Organizing Data  <b><u>Self-Management:</u></b> Informed Choices  <b><u>Communication:</u></b> Speaking and presenting</p>
Integrators contributions	

What does a Grade Level appropriate understanding of this central idea look like?	Students can explain how access to water and other resources impact people's lifestyle. They can describe theirs and others' responsibility towards how they use water and other resources.
The essence of this unit in less than 20 words	A comparison between access to resources in Singapore and developing countries. Students take action to model how they can be responsible citizens.