

Who we are

Area of TD Theme	<ul style="list-style-type: none">● Personal, Physical, Mental, Social and Spiritual health
Central Idea	Our bodies are made up of interrelated systems.
Key Concepts	<ul style="list-style-type: none">● Form● Function● Connection
Related concepts	Balance, Well-being, Systems, Biology and Exercise
Lines Inquiry	<ul style="list-style-type: none">● The interactions of our body systems● Respiratory and circulatory system● Maintaining our body systems
Learner Profile	Inquirers, Caring, Knowledgeable and Balanced
Attitudes	Co-operation, Commitment and Curiosity
How Singapore will be used to facilitate the Inquiry	Mindful session led by students (inviting community) Mental Health
Teacher Provocations	<ul style="list-style-type: none">● Open-ended questions such as “Why do we get tired when we run up the stairs” which promotes thinking about interconnectedness of body systems.
Subject Focus	Science and PSPE
Subject Specific skills	Science: <ul style="list-style-type: none">● Plan and carry out systematic investigations, manipulating variables as necessary. Observe carefully in order to gather data -Use a variety of instruments and tools to measure data accurately PSPE: <ul style="list-style-type: none">● Identify ways to live healthier. Self assess current health and fitness levels
Subject Specific Knowledge	Science: <ul style="list-style-type: none">● Understand the structure and function of the body.● Understand interactions within and between body systems.

	<ul style="list-style-type: none"> • Understand how the systems in the human body work together to meet our basic health needs. <p>PSPE:</p> <ul style="list-style-type: none"> • Active living: An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle
Core ATL's (TD Skills)	<p>Thinking skills: Analysis, Acquisition of knowledge, comprehension and application skills</p> <p>Research skills: Formulating questions, interpreting data and present research findings</p> <p>Communication: Speaking, presenting, reading writing</p> <p>Self Management: Gross motor skills, organisation, time management and healthy lifestyle</p> <p>Social Skills: Accepting responsibility</p>
Integrators contributions	<p>CARP (Information literacy)</p> <p>Health Related Fitness - Cardiorespiratory Fitness (PSPE)</p> <p>Physical and spiritual health through the arts (PA)</p>
What does a Grade Level appropriate understanding of this central idea look like?	<p>The student can explain how a body system works and how it interrelates with at least one other system.</p>
The essence of this unit in less than 20 words	<p>Students learn to ask questions about the body, to research the answers to their questions, and they also learn about maintaining a healthy body.</p>

Where we are in place and time

Area of TD Theme	<ul style="list-style-type: none"> The relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
Central Idea	Actions of people in the 20th century created the world of the 21st century.
Key Concepts	<ul style="list-style-type: none"> Perspective Reflection Causation
Related concepts	Values, Influence, Bias and Validity
Lines Inquiry	<ul style="list-style-type: none"> Lives of key figures in C20th (history research based) Differing perspectives of significant people Action of signification people
Learner Profile	Inquirer, Communicator and Open-Minded
Attitudes	Respect, Curiosity, Independence and Confidence
How Singapore will be used to facilitate the Inquiry	Look at significant people in Singapore (Lee Kuan Yew)
Teacher Provocations	<ul style="list-style-type: none"> Comparisons between 20th century people vs 21st century people How have people's actions changed? What influences people today vs the past? Perspective of groups of people-for and against.
Subject Focus	Performing Arts and Humanities
Subject Specific skills	Humanities: <ul style="list-style-type: none"> Formulate and ask questions about the past, the future, places

	<p>and society.</p> <p>Performing Arts (Drama):</p> <ul style="list-style-type: none"> • Create a devised or scripted performance for a particular audience or purpose. Identify and develop the personal and related skills encountered through the drama experience. • Look at how art is shaped by the time and place it was created.
Subject Specific Knowledge	<p>Humanities:</p> <ul style="list-style-type: none"> • Social systems and structures and how these influence individuals. Significant changes and events over time. The different perspective of changes over time. • Analyse how significant people have contributed to the development of roles, relationships, responsibilities, identity, and sense of self.
Core ATL's (TD Skills)	<p>Thinking skills: Acquisition of knowledge Research skills: Collecting, Recording, Interpreting Self Management: Organization Communication: Non verbal, writing and presenting</p>
Integrators contributions	<p>Famous athletes/sports people of the 20th Century. (PSPE) Creating devised script (Performing Arts)</p>
What does a Grade Level appropriate understanding of this central idea look like?	<p>Is able to recite their written biography and explain how the actions of their chosen significant individual have influenced their current lives.</p>
The essence of this unit in less than 20 words	<p>This unit allows inquiry into how the actions and ideas of individuals have impacted modern life, and to explore where we would be without the influence of these actions.</p>

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	People's beliefs have been expressed through the arts
Key Concepts	<ul style="list-style-type: none">• Form• Perspective• Reflection
Related concepts	Identity, Diversity, Values, Roles, Tradition, Religion and Symbols
Lines Inquiry	<ul style="list-style-type: none">• Individual beliefs and values• Shared beliefs and values• Art in different religions
Learner Profile	Caring, Reflective and Risk-Taker
Attitudes	Respect, Curiosity, Tolerance and Integrity
How Singapore will be used to facilitate the Inquiry	Singapore respecting and celebrating all religious festivals.
Teacher Provocations	<ul style="list-style-type: none">• How and why are beliefs and values expressed through culture and nature? Whole class Inquiry.
Subject Focus	Visual Art, Performing Arts, Mandarin and Humanities
Subject Specific skills	Humanities: <ul style="list-style-type: none">• Use and analyse evidence from a variety of historical, geographical and societal sources.• Evaluate how beliefs and values are expressed in different and similar ways. Visual Arts <ul style="list-style-type: none">• Analyse and use different shapes and symbols used to express beliefs

Subject Specific Knowledge	<p>Humanities:</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>Visual Arts</p> <ul style="list-style-type: none"> • Beliefs expressed through art • Symbolism in religious art • Similarities and differences across religious art forms
Core ATL's (TD Skills)	<p><u>Social Skills:</u> Respecting Others and Group Decision Making. <u>Communication Skills:</u> Non verbal <u>Research :</u> Organizing, interpreting and observing <u>Self management:</u> Fine motor <u>Thinking skills:</u> Comprehension and Metacognition</p>
Integrators contributions	<p>Performing arts in different religions (Performing Arts) Chinese New Year's traditions, values and beliefs. (Mandarin) Religious Art (Visual Arts)</p>
What does a Grade Level appropriate understanding of this central idea look like?	<p>The student is able to show how their individual beliefs (at least 2) and shared beliefs (at least 2) are expressed in an artistic way.</p>
The essence of this unit in less than 20 words	<p>An inquiry into, and understanding of, the concept of beliefs and values, and how art has been used to express these beliefs over time.</p>

How the world works

Area of TD Theme	<ul style="list-style-type: none"> ● The natural world and its laws ● The interaction between the natural world (physical and biological) and human societies
Central Idea	How we live is a result of the Earth's journey through space
Key Concepts	<ul style="list-style-type: none"> ● Form ● Function ● Causation
Related concepts	Climate, Gravity, System, Movement, Space, Atmosphere, Structure and Time
Lines Inquiry	<ul style="list-style-type: none"> ● The impact of Earth's rotation on our life ● The impact of Earth's orbit on our life ● The impact of other bodies in the solar system on our life
Learner Profile	Reflective, Knowledgeable and Thinker
Attitudes	Enthusiasm, Curiosity and Independence
How Singapore will be used to facilitate the Inquiry	Seasons in Singapore
Teacher Provocations	<ul style="list-style-type: none"> ● How do we live and what is around us? Whole class Inquiry.
Subject Focus	Science, Humanities and Mathematics
Subject Specific skills	<p>Science:</p> <ul style="list-style-type: none"> ● Use scientific vocabulary to explain their observations and experiences. Interpret and evaluate data gathered in order to draw conclusions. Observe carefully in order to gather data <p>Humanities:</p> <ul style="list-style-type: none"> ● How our thinking has changed since biblical times/ how day and night happen/the shape of the Earth/maritime navigation/the central point of the Universe/stories and myths about the Universe <p>Mathematics:</p> <ul style="list-style-type: none"> ● Navigation, direction, mapping, time

Subject Specific Knowledge	<p>Science:</p> <ul style="list-style-type: none"> • Describe how natural phenomena shape the planet. Identify the evidence that the Earth has changed. • Reflect on the explanations from a range of sources as to why the Earth changes.
Core ATL's (TD Skills)	<p>Research skills: Formulating questions Thinking skills: Synthesis and evaluation Self management: safety and spatial awareness Social: Co-operating Communication: Reading and Viewing</p>
Integrators contributions	Digital animation of solar system/moon/earth.
What does a Grade Level appropriate understanding of this central idea look like?	Illustrate and explain at least one example of how the Earth's movement is applied to an everyday situation in our lives.
The essence of this unit in less than 20 words	An exploration into space, time, and how the universe works.

How we organize ourselves

Area of TD Theme	<ul style="list-style-type: none"> ● The structure and function of organizations ● Societal decision-making
Central Idea	Government's influence behaviour
Key Concepts	<ul style="list-style-type: none"> ● Function ● Connection ● Responsibility
Related concepts	Communication and Cooperation
Lines Inquiry	<ul style="list-style-type: none"> ● Purpose of governments ● Structure of governments ● Behaviour management
Learner Profile	Inquirers, Thinkers, Caring and Open-Minded
Attitudes	Cooperation, Empathy, Creativity and Curiosity
How Singapore will be used to facilitate the Inquiry	Singapore Government System and Laws within Singapore
Teacher Provocations	<ul style="list-style-type: none"> ● Start with Singapore or ISS; Types - oligarchy, dictatorship, democracy, monarchy, republic ● Structure ● American 3 branches of Government ● Communism (Russia) -v- Capitalism (USA) ● Also Democracy (Ancient Greece) -v- Republic (Ancient Rome) -v- Dictatorship (Ancient China)) -v- Monarchy (UK) -v- Parliament (Canada/UK)
Subject Focus	Humanities, Literacy and PSPE
Subject Specific skills	Humanities: <ul style="list-style-type: none"> ● Identify roles, rights and responsibilities in society. Use and analyse evidence from a variety of historical, geographical and societal sources

	<p>Literacy:</p> <ul style="list-style-type: none"> Arguing persuasively and justifying a point of view <p>PSPE:</p> <ul style="list-style-type: none"> Develop honesty, integrity, global citizenship
Subject Specific Knowledge	<p>Humanities:</p> <ul style="list-style-type: none"> Recognize the elements of major political systems (for example, monarchy, democracy, dictatorship). Identify and describe means by which citizens can monitor and influence actions of their governments and vice versa.
Core ATL's (TD Skills)	<p><u>Self-Management Skills:</u> Organization and Codes of Behaviour.</p> <p><u>Thinking Skills:</u> Analysis</p> <p><u>Social Skills:</u> Accepting Responsibility and Cooperating, Group Decision Making.</p> <p><u>Research skills:</u> Formulating Questions, Organizing and Recording</p> <p><u>Communication:</u> Listening, Speaking and Viewing</p>
Integrators contributions	<p>Mandarin teachers can be the the guest speakers to introduce the government of PRC (People's Republic of China)</p>
What does a Grade Level appropriate understanding of this central idea look like?	<p>A student can show through role-play and explain in writing how different governmental systems (3 types) affect the behaviour of people living under those governing systems.</p>
The essence of this unit in less than 20 words	<p>An inquiry into different types of government, and the cause and effect of decisions made by people who hold positions in government.</p>

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	Our consumer choices have a global impact.
Key Concepts	<ul style="list-style-type: none"> ● Causation ● Change ● Responsibility
Related concepts	Human resources, conservation and pollution
Lines Inquiry	<ul style="list-style-type: none"> ● The responsibility of the consumer ● Fair trade ● Environmental impact of consumer choices
Learner Profile	Communicators, Principled and Reflective
Attitudes	Appreciation, Respect, Curiosity
How Singapore will be used to facilitate the Inquiry	
Teacher Provocations	<ul style="list-style-type: none"> ● Carbon footprint ● How do our actions affect the globe? ● Choosing to buy local as opposed to imported products (Reducing carbon footprint ● Sharing fair trade products. What does this label mean?
Subject Focus	Science and Humanities
Subject Specific skills	<p>Science:</p> <ul style="list-style-type: none"> ● Make and test predictions. Interpret and evaluate data gathered in order to draw conclusions

	<p>Humanities:</p> <ul style="list-style-type: none"> • Identify roles, rights and responsibilities in society
Subject Specific Knowledge	<p>Science:</p> <ul style="list-style-type: none"> • Examine the impact of particular technologies on sustainability <p>Humanities:</p> <ul style="list-style-type: none"> • Explain how human activities can have positive or adverse effects on local and other environments .
Core ATL's (TD Skills)	<p><u>Thinking Skills:</u> Acquisition of Knowledge, Comprehension, Application, Analysis and Dialectical Thought.</p> <p><u>Communication Skills:</u> Listening, Speaking and Writing</p> <p><u>Research Skills:</u> Planning and Collecting data</p> <p><u>Self Management:</u> Informed Choices</p> <p><u>Social:</u> Accepting responsibility and respecting others</p>
Integrators contributions	Recycled art (Visual Arts)
What does a Grade Level appropriate understanding of this central idea look like?	Student can identify some personal consumer choices (at least 2) and explain how they have a global effect.
The essence of this unit in less than 20 words	The ownership and realization of our individual responsibility ecologically speaking, will help each student develop into a globally responsible citizen.