

2020-2021 POI - G2

Who we are

Area of TD Theme	<ul style="list-style-type: none">● The nature of the self
Central Idea	Relationships are complex and require nurturing in order to prosper
Key Concepts	Causation, Connection, Responsibility
Related concepts	Relationships, Networks, Connections
Lines of Inquiry	<ul style="list-style-type: none">● Different types of relationships● Strategies for building and maintaining relationships● Characteristics of effective teamwork
Learner Profile	Caring, Communicator, Principled, Reflective
How Singapore will be used to facilitate the inquiry	Students will explore various communities within Singapore. Students will also meet and communicate (virtually and via letters) to connect with various community members in and around Singapore.
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/Social Studies
Subject Specific skills	Humanities:

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

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	The earth below us reveals our past
Key Concepts	Form, Causation, Change
Related concepts	Impact similarities, differences
Lines of Inquiry	<ul style="list-style-type: none">● The earth - its land and sea● Important discoveries● Preserving our past
Learner Profile	Thinkers, Risk-Takers, Inquirers
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	Humanities, Literacy
Subject Specific Knowledge	PE: <ul style="list-style-type: none"> • How sport can tie our future to our past
Core ATLs (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 buried deep from long ago. I can draw conclusions from looking at specific evidence.
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	Connection, Reflection, Perspective
Related concepts	Patterns, features

Lines Inquiry	<ul style="list-style-type: none"> ● Responding to images ● Evaluation of images ● Creation of images
Learner Profile	<ul style="list-style-type: none"> ● Communicators ● Open-Minded
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"> ● In what ways do text enhance our understanding vs. the ways in which image enhances understanding? ● How do authors and illustrators convey meaning through their choices they make? ● What are different kinds of images and what do we think about these types and their effectiveness?
Subject Focus	Visual Arts, Performing Arts, Literacy, Mandarin
Subject Specific skills	Visual Arts : <ul style="list-style-type: none"> ● Analyze components in visual imagery that convey messages
Subject Specific Knowledge	Visual Arts: <ul style="list-style-type: none"> ● Categorize images based on expressive properties

Core ATL's (TD Skills)	<p><u>Communication Skills</u>: listening, speaking, nonverbal communication</p> <p><u>Social Skills</u> - group decision making, respecting others, cooperating, resolving conflict</p> <p><u>Self-Management Skills</u>: fine motor skills, making informed choices, codes of behaviour</p>
Integrators contributions	Analyse and evaluate components of visual imagery and applying knowledge to express through Visual Arts
What does a Grade Level appropriate understanding of this central idea look like?	Students will understand that images are created to convey and express meaning. Students will be able to create their own images and express what they mean.
The essence of this unit in less than 20 words	Students will understand that visual images can be created to express meaning that can be conveyed in both literal and more abstract terms.

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	Form, Causation, Connection
Related concepts	Shape, 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 ● Carbon cycle
Learner Profile	Inquirer, knowledgeable, reflective
How Singapore will be used to facilitate the inquiry	Natural environment - Haze levels in Singapore due to location. Students will make connections with irreversible change of matter due to burning of the forests.
Teacher Provocations	<p>What is matter? What are the different forms of matter? How does matter change? What are some causes of environmental changes?</p>
Subject Focus	Mathematics, Science
Subject Specific skills	<p>Science:</p> <ul style="list-style-type: none"> - Explain the processes of changes of state for different substances. - Demonstrate an understanding of physical and chemical properties and changes of materials under specific conditions.
Subject Specific Knowledge	<p>Science:</p> <ul style="list-style-type: none"> - Matter makes up everything around us.
Core ATL's (TD Skills)	<p>Research Skills</p> <ul style="list-style-type: none"> - Formulating questions - Observing <p>Thinking Skills</p> <p>Communication Skills</p>

Integrators contributions	<i>Visual arts - explore the properties of matter in Visual arts</i>
What does a Grade Level appropriate understanding of this central idea look like?	Students will be able to identify the three phases of change in matter. Students will be able to describe the water cycle and the carbon cycle. Students will be able to describe the effect of change in matter in the environment.
The essence of this unit in less than 20 words	Students will understand that the water and the carbon cycle represents changes in matter, and thus impacts the environment.

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	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 trade affects our choices
Learner Profile	<ul style="list-style-type: none">● Knowlegable● Caring● Reflective
How Singapore will be used to facilitate the inquiry	Students will examine Singapore's Maritime history, and how this impacts its economic activity in the present.
Teacher Provocations	What are the different forms of exchange? How does money work? What are the connections between resources and the way

	<p>people live?</p> <p>Do we need money for all exchange systems?</p> <p>What exchange systems have helped Singapore in the past?</p> <p>What are differences between needs and wants?</p>
Subject Focus	Mathematics, Humanities
Subject Specific skills	<ul style="list-style-type: none"> • Mapping and coordinates • Data collecting
Core ATL's (TD Skills)	<p>Thinking Skills: comprehension, analysis, metacognition</p> <p>Social Skills - group decision making, respecting others, cooperating, resolving conflict</p> <p>Self-Management Skills: fine motor skills, making informed choices, codes of behaviour</p>
Integrators contributions	<ul style="list-style-type: none"> • Mandarin
What does a Grade Level appropriate understanding of this central idea look like?	Students will understand some forms of exchange within the community and identify how this impacts their choices.
The essence of this unit in less than 20 words	This unit delves into systems of trade and the interdependence of economic activities, both globally and within Singapore.

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	Small creatures play an important role in our world
Key Concepts	Causation, Connection, Responsibility
Related concepts	Behaviour, role, interdependence
Lines Inquiry	<ul style="list-style-type: none">● Small creatures in our environment● The role of small creatures in our environment● Our relationship with small creatures
Learner Profile	<ul style="list-style-type: none">● Inquirers● Principled● Balanced
How Singapore will be used to facilitate the inquiry	Students will examine the ecosystem of Singapore: specifically the role of small creatures within the environment.
Teacher Provocations	What is an environment? How organisms are interconnected with environments ? (need and interconnected)

	<p>What factors impact on the balance of an ecosystem? (Natural and Human)</p> <p>What is an ecosystem?</p>
Subject Focus	Science, Mathematics and Literacy
Subject Specific skills	<ul style="list-style-type: none"> ● Research ● Data Handling ● Scientific process
Core ATL's (TD Skills)	<p><u>Thinking Skills:</u> comprehension, analysis, metacognition</p> <p><u>Research Skills:</u> formulating questions</p> <p><u>Communication Skills:</u> listening, speaking, nonverbal communication</p>
What does a Grade Level appropriate understanding of this central idea look like?	Students will be able to identify some small creatures within the environment and explain how it impacts the ecosystem.
The essence of this unit in less than 20 words	This unit delves into the role of small creatures and examines the importance, and the delicate balance of the ecosystem.