

POI Grade 5

Who we are (YLU)

Area of TD Theme	<ul style="list-style-type: none">● personal, physical, mental, social and spiritual health
Central Idea	As we mature we can use our skills and attitudes for challenges that we may face
Key Concepts	Change, Responsibility,
Related concepts	Growth, choices, hygiene, independence
Lines of Inquiry	<ul style="list-style-type: none">● The physical changes we experience● Social and emotional changes● Ways of managing these changes
Learner Profile	Balanced
How Singapore will be used to facilitate the inquiry	N/A
Teacher Provocations	<p>1) Work in groups of three: what I know, what I wonder about puberty. Share within groups.</p> <p>2) Discussion on what is puberty</p> <p>3) Changes taking place in my body: students fill out sheet</p> <p>We want to see the extent of their knowledge on puberty and their comfort level about the changes that are taking place.</p>
Subject Focus	PSPE, Science

<p>Subject Specific skills</p>	<ul style="list-style-type: none"> -Identify the characteristics of pubertal change and why they occur. -Understand factors that affect personal, physical, social and emotional growth. -Understand how growth and development of your body are influenced by nutrition and lifestyle choices and that these occur in different ways. <p>-Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.</p> <p>There is a connection between exercise, nutrition and physical well-being. Setting personal goals and developing plans to achieve these goals can enhance performance.</p> <p>There are physical, social and emotional changes associated with puberty.</p> <p>Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.</p>
<p>Subject Specific Knowledge</p>	<p>PE:</p> <ul style="list-style-type: none"> ● The changes our bodies undergo and how it affects us and those around us ● Benefits of these changes on us and those around us
<p>Core ATL's (TD Skills)</p>	<ul style="list-style-type: none"> ● Research Skills: Formulating Questions. ● Self-Management Skills: Healthy Lifestyles, Informed Choices. ● Social Skills: Respecting others.
<p>Integrators contributions</p>	<p>Physical Education</p>
<p>What does a Grade Level appropriate understanding of this central idea look like?</p>	<p>Students can identify social, emotional, and physical changes that occur as we mature from child to adult and develop strategies to address these challenges</p>

The essence of this unit in less than 20 words	An inquiry into the social, emotional and physical changes and challenges we face as we mature
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Where we are in place and time

Area of TD Theme	<ul style="list-style-type: none"> ● orientation in place and time ● personal histories ● home and journeys ● the discoveries, explorations and migrations of humankind
Central Idea	Places and people are changed by migration
Key Concepts	Causation, Change
Related concepts	Migration, war, refugees, push and pull factors
Lines of Inquiry	<ul style="list-style-type: none"> ● The reasons people migrate ● Impact of migration on Singapore ● Mapping journeys of migration
Learner Profile	Communicators
How Singapore will be used to facilitate the inquiry	Peranakan museum, Chinese heritage centre, Bukit Timah Nature Reserve (natural changes)
Teacher Provocations	Sending students to middle school without explanation,

	reflecting on the experience and feelings/changes
Subject Focus	Humanities, Performance Art, Mandarin and Visual Art
Subject Specific skills	<p>Social Studies - Geography (Grade 5)</p> <p>Conceptual Understandings</p> <ul style="list-style-type: none"> • Synthesizing reasons for human migration. • Analyzing how migration has occurred and changed over time. • Describing the impacts of migration. <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Identify the main reasons why people came to (Singapore). • Analyze the displacement experience of various groups. • Interpret significant current trends in human settlement. • Evaluate factors that influence locations of human populations and human migration. • Compare voluntary and involuntary migration and analyze their effects on the physical and human characteristics of a place. • Understand the nature, distribution and migration of human populations. <p>Social Studies - History (Grade 5)</p> <p>Conceptual Understandings</p> <ul style="list-style-type: none"> • Synthesizing the information from case studies to determine the causes of migration. • Analysing the effects of migration.

	<p>Learning Outcomes</p> <ul style="list-style-type: none"> ● Identify reasons why people migrate. ● Analyse the displacement experience of various groups. ● Evaluate and compare ways that people adapt when they move from one place to another. ● Analyse the long-term and short-term effects of migration. ● Recognize settlement patterns and population distribution in selected regions, areas or countries. ● Compare and contrast two or more different human migrations. <p>Visual Arts</p> <ul style="list-style-type: none"> ● Responding to Activist Art
Subject Specific Knowledge	<p>PE:</p> <ul style="list-style-type: none"> ● Possible discussion on how migration affects sports around the world and in our local communities
Core ATLs (TD Skills)	<ul style="list-style-type: none"> ● Research Skills: Formulating Questions, Collecting Data, Presenting Research. ● Self-Management Skills: Organization. ● Thinking Skills: Comprehension. ● Social Skills: Respecting others. ● Communication Skills: Listening, Speaking, Presenting.
Integrators contributions	Mandarin, Performing Arts
What does a Grade Level appropriate understanding of this central idea look like?	Students can identify causes of migration and the personal and social challenges and changes that may arise from that globally

The essence of this unit in less than 20 words	An inquiry into migration and the personal and social challenges and changes that may arise from that globally
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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	We represent ourselves through literature
Key Concepts	Perspective, Connection
Related concepts	Behaviour, expression and communication
Lines Inquiry	<ul style="list-style-type: none"> ● Discovering ● Autobiographies ● Authors impact
Learner Profile	Knowledgeable, Inquirer
How Singapore will be used to facilitate the inquiry	Singaporean literary studies, author visits, library visit
Teacher Provocations	Role play as an author, mystery autobiographies of famous authors and the students
Subject Focus	Performing Arts, Literacy
Subject Specific skills	Conceptual Understandings:

	<p>-listening and responding appropriately to instructions, questions, explanations and other points of view</p> <p>-adjusting their speaking to take into account context, purpose and audience</p> <p>-consistently using speech to inform, entertain and influence others</p> <p>Learning Outcomes:</p> <p>-show open-minded attitudes when listening to other points of view</p> <p>-use register, tone, voice level and intonation to enhance meaning</p> <p>-participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations to deepen understanding</p>
Subject Specific Knowledge	See above
Core ATL's (TD Skills)	<ul style="list-style-type: none"> ● Research Skills: synthesis, evaluation, dialectical thought ● Self-Management Skills: organisation, informed choices ● Thinking Skills: acquisition of knowledge, dialectical thinking ● Social Skills: ● Communication Skills: writing, presenting
Integrators contributions	Mandarin (for higher level Chinese)
What does a Grade Level appropriate understanding of this central idea look like?	Students can research international authors, connecting themes, values and beliefs that are shared across cultures

The essence of this unit in less than 20 words	An inquiry into international authors, connecting themes, values and beliefs that are shared across cultures
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How the world works

Area of TD Theme	<ul style="list-style-type: none"> ● the natural world and its laws ● how humans use their understanding of scientific principles+ ● the impact of scientific and technological advances on society and on the environment
Central Idea	Humans Use our Planet's Energy
Key Concepts	Form, Function, Change
Related concepts	Transformation, scientific method, energy
Lines Inquiry	<ul style="list-style-type: none"> ● Finite and infinite sources of energy ● Depletion of resources ● Sustainable solutions
Learner Profile	Inquirer, Knowledgeable, Thinker
How Singapore will be used to facilitate the inquiry	Investigation of how and where Singapore gets its resources
Teacher Provocations	Students respond to images of energy
Subject Focus	Science

Subject Specific skills

Science - Materials and matter (Grade 5)

Conceptual Understandings

- Understand that heat can move from one object to another by conduction and that some materials conduct heat better than others.
- Understand that heat is often produced as a byproduct when one form of energy is converted to another.

Learning Outcomes

- Demonstrating an understanding that energy can come from many sources
- Demonstrating an understanding of how energy is stored and used in different ways

Science - Forces and energy (Grade 5)

Conceptual Understandings

- Identify and describe everyday examples of sources of energy.
- Know that there are two forms of energy: stored versus used (potential versus kinetic). These forms are interchangeable.
- Understand that forms of energy can produce light, heat, sound, and magnetic effects.
- Explain how energy produces change.
- Compare the following ways in which energy can be transformed, mechanical to electrical, electrical

	<p>to thermal.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrating an understanding that energy can come from many sources. • Demonstrate an understanding that energy can be stored and used in many ways.
Subject Specific Knowledge	See above
Core ATL's (TD Skills)	<ul style="list-style-type: none"> • Research Skills: Formulating Questions, Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data. • Self-Management Skills: Safety. • Thinking Skills: Acquisition of knowledge, Application. • Social Skills: • Communication Skills: Reading, Writing.
Integrators contributions	Design
What does a Grade Level appropriate understanding of this central idea look like?	Students can use their knowledge of finite and infinite energy and resources and apply them to how they are used in the world
The essence of this unit in less than 20 words	A study of finite and infinite energy and resources and an application of how they are used in the world

How we organize ourselves

Area of TD Theme	<ul style="list-style-type: none"> ● the interconnectedness of human-made systems and communities
Central Idea	Digital media changes the way in which people access information and connect with each other
Key Concepts	Connection, Function, Responsibility
Related concepts	Interdependence, ethics, cyber behaviour
Lines Inquiry	<ul style="list-style-type: none"> ● Evaluating information ● Digital citizenship ● How new digital media is used and organised ● Ethics ● Global messaging
Learner Profile	Principled, Communicator, open-minded
How Singapore will be used to facilitate the inquiry	Investigating media in Singapore, digital citizenship issues, how digital media is used in Singapore
Teacher Provocations	Responding to provoking media, digital citizenship simulation
Subject Focus	Humanities, Mathematics, Technology
Subject Specific skills	Pastoral - Communicating and Interacting (Grade 5)

Conceptual Understandings

- An effective group can accomplish more than a set of individuals.
- Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.

Learning Outcomes

- Building on previous experiences to improve group performance.
- Working towards a consensus, understanding the need to negotiate & compromise.

Pastoral - Personal Identity (Grade 5)

Conceptual Understandings

- Many different and conflicting cultures influence identity formation.
- Stereotyping or prejudging can lead to misconceptions and conflict.

Learning Outcomes

- Identify how aspects of a person's identity can be expressed through symbols. spirituality, dress, adornment, personal attitudes, lifestyle, interest &

	<p>activities pursued.</p> <ul style="list-style-type: none"> ● Accept & appreciate the diversity of cultures, experiences & perspectives of others. ● Analyze how assumptions can lead to misconceptions.
Subject Specific Knowledge	See above
Core ATL's (TD Skills)	<ul style="list-style-type: none"> ● Research Skills: Interpreting Data. ● Self-Management Skills: ● Thinking Skills: Comprehension, Analysis, Synthesis, Dialectical thought. ● Social Skills: ● Communication Skills: Non-verbal, Viewing.
Integrators contributions	Design/Technology
What does a Grade Level appropriate understanding of this central idea look like?	Students can identify how we use media in our lives, connecting to the issues and ethics that we are facing on a global scale
The essence of this unit in less than 20 words	To be able to identify how we use media in our lives, connecting to the issues and ethics that we are facing on a global scale

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
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	between them
Central Idea	Human actions affect the natural world
Key Concepts	Responsibility, Change, Causation
Related concepts	Environment, conservation, action, ecosystems, human action
Lines Inquiry	<ul style="list-style-type: none"> ● Connections between humans and ecosystems ● How people are implementing positive change
Learner Profile	Caring, reflective
How Singapore will be used to facilitate the inquiry	Connect with environmental organisations around Singapore
Teacher Provocations	Scenarios with group presentation as skits. Group reflection with teacher recording ideas
Subject Focus	Science, Humanities, PSPE
Subject Specific skills	<p>Science Skills</p> <ul style="list-style-type: none"> ● Observe carefully in order to gather data ● Use scientific vocabulary to explain their observations and experiences ● Interpret and evaluate data gathered in order to draw conclusions ● Consider scientific models and applications of these models (including their limitations)

Subject Specific Knowledge	<p>PE:</p> <ul style="list-style-type: none"> • How our relationships within and between communities affect the sports we play and the activities we do.
Core ATL's (TD Skills)	<ul style="list-style-type: none"> • Research Skills: formulating questions, collecting data, presenting research findings • Self-Management Skills: organisation, time management • Thinking Skills: Comprehension, Analysis, Synthesis, Dialectical thought. • Social Skills: cooperating • Communication Skills: listening, speaking
Integrators contributions	science
What does a Grade Level appropriate understanding of this central idea look like?	Students understand how human actions are affecting various ecosystems negatively worldwide and connect to people and organisations that are promoting positive change
The essence of this unit in less than 20 words	An inquiry into how human actions affect various ecosystems negatively worldwide connecting to people and organisations that are promoting positive change