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| Unit Title: | Sharing the Planet | Organizing Theme: | | | | | **Sharing the Planet** | Dates: | **6th September 2015** |
| Focus: | | | | | **Social Studies, PSPE, Language** | Concepts: | **Responsibility, Connection, Perspective**  **Related: Peace, Conflict** |
| Central  Idea: | **Relationships and interactions within communities lead to conflict and peace.** | Summative Assessment | Objective: | | | **Reflect on the effective use of problem-solving strategies by understanding the perspective of self and others when applying the PYP Action Cycle (think-act-reflect).** | | | |
| Audience: | | **Teacher, Peers** | | | | |
| Product: | | **Students will complete a reflection sheet related to their experience of applying various strategies within the PYP Action Cycle (think-act-reflect).** | | | | |
| Inquiry  Into: | * Peace and Conflict * Appreciating the factors that influence emotions and actions * Our role in resolving conflict and continuing positive action | Success Indicator: | | **Students develop knowledge, skills and attitudes to resolve real life problems effectively.** | | | | |
| Teacher Questions | | *What is peace? What is conflict? How do they look, sound and feel to you and others?*  *How might our perspectives cause conflict/peace? What strategies may help resolve conflict (make problems smaller)? How might we promote and maintain peace? Is it possible to be peaceful all the time?* | | | | | |
|  | Possible learning experiences – these may take place in individual subject time, or within the Unit of Inquiry | | | | | | | | |
| **Literacy:**  ***Reading*** | Early assessments ascertain individual reading levels to structure an effectively differentiated reading programme. Home readers begin once this process is completed. During this Unit of Inquiry, students will explore the structure of stories, reading fluency and comprehension strategies (making connections, asking questions, predicting how problems might be solved). | | | | | | | | |
| **Literacy:**  ***Writing*** | Students will review recounts by writing journal entries and reflection pieces. They will use their own voice to organize recounts related to personal experiences and reflect on understandings linked to the Unit of Inquiry. Throughout the writing process, students will review sentence structure and conventions (capital letters, punctuation, letter formation). Students will identify and describe simple elements of a story (eg. Setting, plot, character) | | | | | | | | |
| **Math** | Early Math assessments ensure programming is differentiated to meet student needs. Students begin by collecting data about themselves and their world. They will organize and interpret charts, bar and pictographs, taking time to consider multiple viewpoints. Students will model numbers to 100 or beyond using place value in real life situation and compare whole numbers up to 4 digits. They will be able to recall sing digits doubles and halves independently and will be able to round, estimate whole numbers up to 3 digits justifying their reasoning. | | | | | | | | |
| **I.C.T** | Students will practice basic hardware and software operations such as turn on a computer and login; use a pointing device such as a mouse to manipulate shapes and icons; click on urls, radio buttons and check boxes; use the scroll bar; use desktop icons, windows and menus to open applications and documents and manage their files (saving documents).  Students will research and gather Information through the use of age appropriate technologies to locate, collect, organize content from media collections for specific purposes and citing sources. | | | | | | | | |
| **Arabic** | **Arabic A**: first unit from ministry book, 1st lesson: my sister and me. 2nd grammar: how to build up a sentence. Command and navigation. 3rd poem: the kids and the sea. 4th spelling  Sun and moon letters.  **Arabic B**. the student will learn: Greeting, how to introduce himself/herself, to use I like , I want, class instructions, to read simple word, to define what is peace, to use some verbs like: I live, stand, sit, go, read and write. | | | | | | | | |
| **Music** | This year in music and strings our unit is called “Hear, See, Do.” Students are learning that the sound that musicians create is a connection between what they hear, see, and do. Students will inquire about notation, how we approach our instruments (voice, violin, cello, percussion, etc.), and what to listen for in music. | | | | | | | | |
| **Library** | Students will enjoy read alouds and be exposed to new literature, series and authors. They will orient themselves within the library, reviewing skills related to: different sections within the library, checking out books; fiction and non-fiction sections and locating books(fiction section); and searching Destiny for books of interest | | | | | | | | |
| **P.E.** | Invasion Games: Students will beginning to learn a variety of rules and change various equipment to match the sport. They will be able to demonstrate basic special awareness and basic teamwork skills.  Dance: Students will demonstrate a proper response to tempos. They will start to develop matching, mirroring, and shadowing skills. | | | | | | | | |
| **The Arts** | Students will become familiar with the art room expectations, routines and materials. In the first month of school, students will focus on self-management and social skills as they work individually and collaboratively on their art work. Art students will learn strategies to discuss how to solve problems that arise in their art, and look at such moments as opportunities to make improvements or to develop a new idea. | | | | | | | | |