

Unit Title:	Beliefs and Values Global citizenship	Organizing Theme:	Who We Are	Proposed Dates:	September 4th – October 13 th		
		Focus:	PSPE, Language, Arts	Concepts:	Causation, Perspective, Responsibility		
Central Idea:	Being aware of others' beliefs and values influences the way we interact with other people.	Summative Assessment	Objective:	To create an instruction guide on becoming a global citizen.			
			Audience:	Open to students to decide who the audience for their guide will be.			
Product:	Students will decide what their final product will look like. (video, PowerPoint, Poster, Booklet)						
Success Indicator:	Making connections with different culture's beliefs and values. Linking attributes of global citizens Guides must be informative and well presented.						
Inquiry Into:	<ul style="list-style-type: none"> Understanding how beliefs and values influence our actions. Other points of view. My responsibility to become a global citizen. 	Teacher Questions	<ul style="list-style-type: none"> How do beliefs and values influence our actions? Which beliefs or values have the biggest impact? Why? What are other perspectives that we need to be aware of? Why is it important to be aware of other points of view? What does it mean to be a global citizen? Which attributes of a global citizen are more relevant today? How can we teach people to be global citizens? What the most important benefits of being a global citizen? 			Learner Profile: Principled, Open-minded, Caring	Attitudes: Appreciation, Empathy, Independence Tolerance
			Possible learning experiences – these may take place in individual subject time, or within the Unit of Inquiry				
Literacy: Reading & Writing	Writing: Personal Narratives – Exploring the features and writing personal narratives about things that we value or believe in. Reading: Reading non-fiction text related to the beliefs and values of different cultures as well as researching what it means to be a global citizen.						
Math	Read and write whole numbers in figures and words; compare and order numbers; know by heart multiplication facts up to 10 × 10; rehearse the concept of a remainder when dividing; make general statements about odd and even numbers; construct number sequences; recognise and explain patterns; derive quickly pairs of numbers that total 100; find differences on through the next multiple of 10, 100 or 1000; derive doubles of integers up to 100 and corresponding halves; derive doubles of multiples of 10–100 and of 100–10 000; use fraction notation & change improper fractions to mixed numbers; recognise when two simple fractions are equivalent						
I.T.	Using technology to find, select and use appropriate data to complete the summative task. When possible using technology to produce the final product of the summative task.						
Arabic	Learn how to start talking about themselves; learn how to repeat Arabic words they hear; learn how to sing their first Arabic songs; learn how to say, read and write their first Arabic letters; learn how to say nouns of things around us; learn how to put an agreement for behavior, roles and responsibilities towards the class and community						
Music	In music, students will experience speech and music pieces involving poetry, rhythm, rhyme, and feeling. Students will use instruments to develop a “text painting” for a poem and write additional lyrics for a poem, concentrating on new rhymes. Students will begin to learn basic recorder skills, reflecting on their previous skills In Strings, advanced students will be reviewing basic skills on the violin and cello. Beginning students will be learning basic skills, including pizzicato, rhythmic exercises, and string names.						
P.E.	Students will undertake both games and adventure challenge units, focusing on gross motor skills, game movement skills, application, cooperating and respecting others. For games students will work through various court based games to develop ball skills as well as understanding gameplay and some strategy. In adventure challenge they will focus on the respect of others through communication and team building activities, evaluating each other and themselves.						
The Arts	Art- Students will communicate who they are and how they see themselves by creating a self-portrait. Students will apply the elements of line, shape, colour and texture with a specific purpose.						
Guidance Counselor	An exploration of self-esteem and self-concept, human interactions and relationships, anger management and team work through literature.						