

IB PYP Curriculum Map: How We Express Ourselves 2016 - 2017

<p><b>Transdisciplinary Theme</b></p>	<p>How We Express Ourselves</p>	<p><b>Central Idea</b></p>	<p>Our need to share our feelings and ideas drives us to develop effective ways to communicate.</p>	<p><b>Subject Integration</b></p>	<p>Language Art PSE</p>	<p><b>Dates</b></p>	<p>May21-June 22</p>
<p><b>Learner Profile Attributes &amp; Attitudes</b></p>	<p>Communicators Reflective Inquirers</p>	<p><b>Targeted Approaches to Learning</b></p>	<p><u>Thinking skills</u> Analyze effective communication Synthesize information and present findings Evaluate different examples of communication. <u>Communication</u> Presenting a selected form of communication effectively. <u>Self-management</u> Making an informed choice about a form of communication.</p>	<p><b>Lines of Inquiry &amp; Concepts</b></p>	<ul style="list-style-type: none"> <li>● What is effective communication</li> <li>● Different ways to communicate</li> <li>● How to communicate effectively in a chosen form of communication.</li> </ul>		
<p><b>Summative Assessment</b></p>	<p><b>Goal:</b> Children will select a form of verbal or nonverbal communication, inquire into the elements that make ensure communication is effective via their chosen form.</p> <p><b>Product/Performance:</b> In preparation for PYPX in grade 5, students will work collaboratively to create their own unit within the parameters of effective communication. They will also present an example of their chosen form of communication and present their findings.</p> <p><b>Success indicators:</b> Criteria for effective communication using their chosen form will be created by the students with guidance from the teachers. They will chose a central idea/concept from our past units and communicate it through either dance, drama, music, photography or visual art.</p>			<p><b>Key Questions</b></p>	<p>What is effective communication?</p> <p>What are the elements that are necessary for communication to be effective?</p> <p>What are some different ways of communicating effectively?</p> <p>How do you know when communication is effective? Why is communication sometimes ineffective?</p> <p>What is the difference between effective and ineffective communication?</p> <p>How do we know when communication is effective?</p>		

**Unit of Inquiry Integrated and Stand-Alone Learning Outcomes**

<p align="center"><b>Literacy</b></p>	<p><u>Writing</u> Students will be writing a narrative fictional story that includes a title, a logical series of events that can clearly be defined as a beginning, middle and end. Stories will also include a setting that is described in detail, character development as well as a plot with a problem and a resolution. Language features will include adjectives, verbs, adverbs and nouns that are carefully chosen to make the story more interesting. They will also respond to a visual, written, or performed work.</p> <p><u>Reading:</u> Students will read a variety of fiction books. They will look at the way writer’s communicate a message and apply that to their artistic inquiry. Students will also review various comprehension strategies.</p>
<p align="center"><b>Mathematics</b></p>	<p>Students will focus on probability, translation, rotation, flips, slides and symmetry. They will also be reviewing all four methods of operation in preparation of grade 5.</p>
<p align="center"><b>Technology and Media Literacy integration</b></p>	<p>Students will be using technology to compose music, manipulate photographs and other digital media.</p>
<p align="center"><b>Arabic</b></p>	<p><u>Arabic A:</u> Students will learn: Unit 6: On the Magical Carpet.</p> <p><u>Arabic B:</u> Students will learn about how to express their feelings.</p>
<p align="center"><b>Music</b></p>	<p>Students will continue using the elements of music to compose original music pieces. We begin with a rhythmic composition and add pitches. Students with laptops may also use the Finale Notepad Software to be able to hear their compositions and experiment with instrumentation.</p>
<p align="center"><b>PE</b></p>	<p><b>Students will finish the year participating in a Games Unit with a major focus of Cricket. They will learn and apply the concept o of field games, scoring runs as an attacking team, and restricting runs as a defending team. They will learn and practise motor skills of batting, bowling, catching, fielding and throwing. Participating in a team and working in small group practises will encourage collaboration, communication and cooperation.</b></p>
<p align="center"><b>Visual Arts</b></p>	<p>Art students will conclude the year by completing their post-assessment observational drawings, reflecting on their growth in regards to both their drawing and other visual arts skills. If time permits, students will look at various reasons why humans create art and study the ways artists effectively communicate through their artwork. Students will reflect on their personal art journey and think about what they have communicated through their own work.</p>
<p align="center"><b>Counseling: PSE (Personal, Social, Emotional)</b></p>	<p>Students will have a chance to share what their transition will look like at the end of fourth grade. As we prepare to move to a new fifth grade classroom with increased responsibility and new friendships, it is important to acknowledge those who are moving away to a new country or to a new school.</p>

	Students will explore how the RAFT'ing acronym can help them create a positive end of the year transition. Students will also be encouraged to find creative ways to express their gratitude to friends/individuals whom they grew fond of but will no longer share the same school/city after this year.
<b>Incursions &amp; Excursions</b>	Due to Ramadan there will be no excursions.